

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/11
Reading and Writing (Core)

Key messages

In **Exercise 1** before attempting to answer the questions, candidates are advised to read through the text at least twice. Only careful reading will direct them to the sentence, in which they will be able to find the correct response. Brief, sometimes one-word, answers are expected. Overlong lifts from the text are likely to affect the validity of an answer.

As in the first exercise, in **Exercise 2**, the advice is to read the texts very carefully to be able to identify the key detail(s), that will give the correct answer. Such detail may be the writer's own opinion or attitude, or even information that is not stated but implied.

In **Exercise 3** responses should be brief but must contain the important detail(s) required for the answer. Each response should be written on a separate line.

In **Exercise 4** it is most important to stay within the limit of words for the summary. Any correct points beyond the limit cannot be credited.

In **Exercise 5 all candidates** should read the instructions in the rubric to the exercise carefully in order to know, to whom they are writing, and they should read the prompts carefully too, in order to be aware what information, the email should contain. The language used should be appropriately informal.

In **Exercise 6** the language used will be more formal and the style will be suited to the readership. In this series the article is for the school magazine. The prompts are to help provide arguments for and against the issue, but candidates are invited to go beyond the prompts, where possible, and give their own views and thoughts.

General comments

Almost all those who sat this paper were entered at the right level. The great majority were able to complete the paper in the time allowed. It was again noteworthy that many of those who had found **Exercises 1 – 4** challenging were able to write an interesting email and complete a full response for the school magazine in **Exercises 6 and 7**.

Comments on specific questions

Cenotes

Exercise 1

This exercise proved to be challenging to many candidates with **Questions 1, 5 and 8** proving most difficult. Candidates generally found **Questions 2, 3 and 6** more accessible.

Those who scored no mark in **Question 1** had chosen one of the two distractors either '12,000 cenotes', which is the total number of cenotes in the whole world, or '7,000', which is the total number of cenotes in Mexico. There are 6,000 cenotes in the Yucatan area of Mexico. In **Question 5** the typical features of fish that live in cenotes are their transparent skin and their very poor eyesight. Although many responded with one of these features, those who had mentioned the poor eyesight as the first feature often added their skin

colour as silver. The text explains that silver is the skin colour of sea or lake fish, not of the fish that live in cenotes. For **Question 8** many wrote 'great blue hole' or 'lazy lagoon'. The correct answer was the one cenote in Belize, which is in the sea, which makes it unique.

For **Question 4** some candidates chose one of the two distractors – 'cylinder cenote' or 'basin cenote' yet the only one which fitted the description given in the question was 'jug cenote'. The most common incorrect answer to **Question 6** was 'dinosaur'. **Question 7** asked what equipment the divers should have when diving into a cenote. The piece of equipment mentioned in the text was a safety line. A few added 'and make sure they always dive with a partner'. Since the partner is not equipment, a mark was not awarded.

Learning to drive

Exercise 2

This exercise was well done, and most candidates scored high marks. Only in **Questions 9c, 9f** and **9g** were difficulties found. In **9c** it is Jing (B) whose parents, fearing that he will want to use their car when he passes the driving test, said that they would buy him one of his own. In **9f** Serge (C) was confident he knew what he was to do when he got into the instructor's car and in **9g** it was Mohammed (A) who felt that the stress of his college course showed in the way he handled the car during the driving lesson.

A very small number of those entered chose to give each response the same answer either A, B or C. This can only achieve 2/8 or 3/8 marks and should be discouraged.

Thomas Edison

Exercise 3

In this exercise many scored high marks, particularly in **Exercise 11**. The text proved accessible to most. The omission of a key detail, incorrect copying from the text or just simple misunderstanding were the chief cause for lost marks. For example, the omission of 'reliable' before 'light bulb', 'photograph' instead of 'phonograph', and the assertion that Edison invented the Model T Ford. Careful reading of responses should eliminate such mistakes.

Using drones for deliveries

Exercise 4

The topic for this exercise was familiar to most candidates and many scored high marks for Content, picking out from the text the many advantages of drones for making all sorts of deliveries.

It is very difficult for candidates to find their own words in their summaries, but reward could be given for synonyms such as 'affordable' for 'cheap' and 'quicker' for 'faster'. Reward was also given for expressions like 'drones are easy to use' for 'easy to learn how to control'.

Some candidates used too many words on an overlong introduction, lifting much of the first paragraph in the text. This caused many of them to go beyond the limit of 90 words. Most, however, were able to concentrate on the advantages and keep within the limit.

Email to a friend about the after-school club

Exercise 5

The topic engaged most candidates, and many responded successfully to all three prompts and could be credited with a mark in the top band for Content. Some omitted either the first prompt, telling how they had found out about the club, or the third prompt about any improvements they might like to make.

The pictures appeared to lead many to assert that the club's main activity was as a discussion forum, where the members talked of their feelings about school/their lives or about helping to solve each member's problems.

Many wrote lively, friendly emails with a genuine sense of audience.

An article for the school magazine

Exercise 6

Candidates relied less heavily on the prompts than in previous series. Generally, the topic was found to be accessible and many of the better responses contained original ideas and clear opinions. Nearly all candidates understood what was required in the article and many were able to develop the prompts and to add their own opinion in a final paragraph.

Candidates responded well to this paper and the vast majority were able to complete all the questions in time.

Each exercise included degrees of difficulty. As a result, a full range of marks was achieved.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/12
Reading and Writing (Core)

Key messages

- In **Exercise 1**, it is vital that candidates read the questions with care, so that the key requirements of each question can be identified, and that candidates are less tempted by distracting information. Additionally, they should avoid copying too much information from the text, as this could contain detail which may make the answer incorrect and affect the mark awarded.
- In **Exercise 2**, candidates should scan all the texts to look for details which correspond to the key elements of each question. This information will be expressed using different words and structures, so candidates should look for synonyms and paraphrases. Texts may include the writer's attitude or opinion, or information that is implied rather than explicitly stated.
- In **Exercise 3**, candidates should focus on writing short notes using language from the text. Each note should correspond to the correct question. The number of bullet points indicates the number of answers required, and each answer should be placed on a separate line. In this series, a number of otherwise correct answers were entered under the wrong question, and could not be credited.
- In **Exercise 4**, candidates should read the question carefully in order to decide what information is required in the summary and what can be considered irrelevant and therefore not required. In this series, many summaries included too much general detail about the cactus plant which meant that frequently the summary exceeded the 90-word limit. This had an impact on the mark awarded.
- In this series, there were some successful responses to **Exercise 5**, which showed an awareness of the target audience by using appropriate informal language and a conversational style. The purpose of writing was generally well recognised and many responses included sufficient development of the ideas to achieve marks in the top band for Content.
- In **Exercise 6**, a more formal register is required to suit a different audience. Responses should be clearly organised and ideas should show some development. In this series, there were a number of well-considered articles which achieved higher marks.

General comments

Overall, candidates were correctly entered at this level. The need for more precise reading of the questions and rubric was particularly evident in **Exercise 1** and **Exercise 4**. Some candidates appeared to find organisation of time difficult, and made no attempt at **Exercise 6**. Additionally, a number of individual questions in **Exercise 1** were omitted.

Comments on specific questions

Exercise 1

Some questions proved to be more challenging in this exercise, and there was some evidence that the text had been only partially understood. Candidates should be aware that there may be distracting information in the text for every question, and that when they have located the section of the text where an answer may be found, they need to read this section carefully in order to decide why some information is correct and other information is incorrect or irrelevant. More able candidates successfully interpreted the questions and

selected relevant and precise details. Less successful responses were characterised by the frequent selection of the distracting information in the text.

Question 1

In this question, two details were required for two marks. *'toothpaste'* was generally correctly identified for one mark, but *'make-up'* was frequently overlooked or negated by the addition of extra information such as *'chicken feed'*.

Question 2

This question produced the greatest number of incorrect answers. Most candidates understood the need for a number in answer to *'What... amount'* in the question, and correctly located the section of the text where the answer could be found, but opted for the first number that appeared in the paragraph, *'500 000 to 700 000'*. This number related to the amount that is extracted each year, whereas further close reading of the text indicated that *'a million tonnes'* is the amount that could be removed if required, an answer that fully corresponds to *'maximum amount'* in the question.

Question 3

This question was better attempted and a good proportion of responses correctly distinguished the year *'1810'* when the map showed a quarry on the site from the incorrect date *'1947'* when the Quarry Company started there.

Question 4

There was a similarly successful response to this question, with many candidates correctly identifying the job *'machine operator'* that *'most people do'* which corresponded to the main focus of the question, *'majority of people'* do. Responses which also included the extra details *'administrators and managers'* could not be credited.

Question 5

In this question, it was important to highlight the two key parts of the question, *'feature was constructed'* and *'keep visitors from danger'*, and to select information which corresponded to both these parts. Some responses provided the correct details that *'wooden fences'* have been *'put up... to ensure everyone's safety'*. There was evidence that this question had not been fully understood, however, as many responses featured other buildings, such as the farmhouse, company headquarters, or the bat barn.

Question 6

Many responses featured the correct answer *'Green route'*, although a number of responses selected the people who would find this route suitable, *'wheelchair users or baby in a pushchair'*, rather than naming the route. Such responses could not be credited. The common incorrect answer *'Blue route'* may have been selected due to its proximity to the word *'path'* in the text.

Question 7

This was reasonably well answered. Many candidates selected *'in the nearby woods'* as the location for the Learning Zone. The addition of any reference to the *'car park'* negated the correct answer and could not be credited.

Question 8

This question proved challenging for most candidates who appeared to be unable to distinguish between the *'Rocks and Fossils exhibition'* and the *'Art Week'*. The central element in the question is that the public event at the quarry is *'annual'*. The text indicates that *'Each year... you will be able to enjoy our Art Week'*, and more able candidates correctly selected that answer. Incorrect responses appeared to feature the first public event that occurred in the paragraph, *'Rocks and Fossils'*. Candidates are always advised to read through a paragraph and not stop at the first tempting detail.

Exercise 2

Question 9

Overall, there was a varying degree of success in this exercise. Almost all candidates attempted answers and a few achieved full marks. The whole range of marks was awarded and many candidates scored half of the available marks. Candidates achieved greater success in **Questions (c), (d), (e) and (f)**. The most challenging questions proved to be **Questions (a), (b), (g) and (h)**.

Question (a): the key phrase in this question was '*aimed at a particular group of people*', and all three texts referred to '*people*'. The first, '*everyone to enjoy*' was in Text A. This was distracting information as it referred to all people, rather than a *particular* group. The second was in Text B, '*try...to appeal to younger visitors*'. This was a paraphrase of the idea in the question and was the correct answer.

Question (b): all three texts contained some information about parts of the museum, so the key detail to search for was '*favourite part*'. This was located in Text C, where the writer described a part of the museum '*great displays of shells, weird deep-sea creatures*' and implied that this was her favourite, '*it's the one area I'd tell anyone who's visiting not to miss*'. Candidates may have been tempted by the phrase '*picked the top three we wanted to see*' in Text A, however this made no reference to a description of a part of the museum, so was incorrect. A description of parts of the museum also appeared in Text B, '*really beautiful...wonderful ceilings and sculptures*', but without reference to it being '*favourite*', did not fully address the question.

Question (g): the question centred around the reason that '*it's a good idea to limit how much you try to see*' during a visit to the museum, and all three texts contained some reference to this. The first occurred in Text A, '*by having a route planned, we made the most of our time there*'. This suggested that if you planned the parts of the museum to visit, you could see as much as possible in the time allowed there. This was a paraphrase of the idea in the question and was the correct answer. Candidates may have been tempted by the word 'limit' from the question, in text B, '*something that is helpful for those with limited time is the printed guide*', and in text C, '*We arrived before the opening time so we wouldn't have to worry about limiting our time there*' but careful reading indicated that these failed to fully address the demands of the question and so were incorrect choices. Candidates are advised that the correct answers are likely to be expressed using different words from those in the question and not to simply look for the same word in both question and text.

Question (h): this question referred to the appearance of the museum building, and needed to express a positive feeling, '*the building itself is worth looking at*'. Details were required which corresponded to this positive idea. There was reference to the building in all three texts, '*how long it takes physically to walk round the building*' in Text A, and the idea that there were great displays on the top floor of the building in Text C. In Text A, the reference implied the negative idea that it takes a very long time to walk round the building, so was an incorrect answer, and in Text C, the positive reference referred to the displays rather than the building, which was also incorrect. Text B contained the paraphrase of the key focus of the question, '*the museum is really beautiful to walk around...it has wonderful ceilings...*' which fully corresponded to the requirement for positive details in the question.

Exercise 3

Candidates responded well to this exercise. The whole range of marks was awarded and many candidates achieved full marks. Answers should be in note form and use the wording from the text. In some responses, candidates changed the wording from the text, preferring to paraphrase the ideas. There is no requirement to paraphrase the information, and doing so risks obscuring the exact meaning and can affect the mark awarded.

Question 10

This question proved to be generally accessible, and many candidates identified three correct details for three marks. All five ideas on the mark scheme were used, with '*encourages a routine*', '*creativity improves*' and '*vocabulary increases*' being the most commonly selected. At times there appeared to be confusion between '*benefits*' in **Question 10** and '*advice*' in **Question 11**, with some candidates wrongly placing '*boost the chances of achieving goals*' and '*brings back happy memories*' as answers to **Question 11**.

Question 11

This question proved more challenging. Fewer candidates achieved full marks although many selected two correct details for two marks. The most frequently selected ideas were '*keep a positive tone*', '*never go back*

and change what you wrote' and 're-read your diary'. Incorrect notes tended to be the result of a lack of precision in copying phrases from the text, as in 'how you feel about something', 'anything you fancy doing' and 'gives you an interesting idea to write about'. Candidates are advised to make sure they check that they have included essential key information in each note form answer in order for the answer to be clear and meaningful.

Exercise 4

The summary proved challenging for many candidates and a range of marks was awarded. All the relevant key points proved accessible with some responses successfully identified four or five points. The most successful responses focused entirely on the selection of details which referred to how they survive, and provided some organisation to their writing through the use of simple cohesive devices such as 'and', 'in addition', and 'because'. Some responses relied heavily on the use of 'firstly', 'secondly', 'thirdly', which provided an element of cohesion, but was less successful as it tended to read like a list.

In this series, many summaries wasted words by including a long introduction about the cactus which was irrelevant to the task, namely, much of the general description of the cactus from the first and second paragraphs. This loss of focus frequently put the summary over the 90-word limit, and key points which were written after the limit could not be credited. Candidates are advised to read the rubric carefully and ensure that their writing fully corresponds to the task in order to have access to marks in the top band.

Higher marks for Language were available to candidates who attempted to use their own words, either through the use of synonyms or by restructuring the grammar of a sentence, and there were some good examples of this summary technique, 'Cactus plants do not lose water as fast as other plants as they have a thick skin', and 'they are able to store more water as their skins can expand'. The majority of responses, however, relied on copying the language from the text with added linking words, therefore only achieving marks in the middle band for Language. In some responses, the use of the pronouns 'it' and 'they' lacked precision and it became unclear which part of the cactus plant was being referred to: the plant itself, the skin, the spikes or the roots. This resulted in some loss of clarity of meaning and restricted the marks that could be awarded.

Exercise 5

In this series, there were many satisfactory or good responses which achieved marks in the top band. Most emails showed a good sense of purpose and were organised through the use of paragraphs or connecting phrases such as 'oh, another thing I must tell you...', which showed the direction of writing. More successful responses showed awareness of the target audience by adopting a conversational style and engaging with the reader not just at the start, 'sorry I haven't seen you for a while', but sustaining the contact by referring to the reader throughout the email, 'Do you remember how untidy my room was last year?' and 'you must come and have a sleepover at my house and see my gorgeous room'. In contrast, less successful emails appeared inconsistent in tone and register, when words and phrases more suited to formal writing were used, For example, 'I'm writing to inform you that I have...', 'In addition I painted the walls', or 'moreover I thought the colour was...'. The mix of formal and informal language resulted in a lack of clarity and affected the mark awarded. Candidates are advised of the need to maintain an informal style throughout their writing in

Exercise 5.

Most emails addressed all three prompts with satisfactory development. There was greater response to the first two prompts and many candidates were able to show imagination and write confidently about changing items in their room and frequently providing reasons for the changes. Ideas ranged from moving the bed to a different position, 'I put it by the window so I can see the stars', or installing new air conditioning 'my old one wasn't working'. A popular change was for the bedroom to become a gaming room, with a gaming table and chair preferred to a desk, 'I put my desk outside so I can have a gaming table like my friends'. Some less effective emails focused on the candidate's design for changes, 'I looked on pinterst at pictures to give me ideas so that I can make my room more fashionable', rather than describing changes already made. This focus on future changes did not fully address the first prompt and had an impact on the mark awarded. In other responses, the main changes involved tidying and cleaning the bedroom. These generally lacked development and could not be credited with higher marks.

The second prompt required candidates to explain how they made the changes, and there were many lively accounts which included details of going shopping and choosing new furniture with family members or asking parents and siblings to help with painting the walls. Others detailed having to ask for help with moving heavy furniture, building shelves or needing advice with choosing new colours and patterns for the walls. A number of candidates additionally explained their reasons for wanting to make changes, 'My posters had been on the

wall since I was little or *I used to like blue colour but now I'm older my favourite colours are red and black*, which added context to the writing.

For the third prompt, the most successful responses provided as much detail as for the other two prompts. Most candidates suggested positive feelings, *I feel so happy now that my room looks tidy*, *It looks so great - I can sleep better now*, and *After all the hard work I'm so tired but I'm going to ask my mum if you can come and see my room*. Less developed responses supplied only a brief detail, *I love my room* or *my room looked good*, and this had an impact on the mark awarded.

From a language point of view, the topic provided opportunity for many responses to show a range of familiar vocabulary, such as *carpet, poster, lamp, air conditioning, rug, shelf, pillow, blanket*. Some candidates also attempted less common vocabulary, including *therapeutic, vibe, aesthetic, makeover, layout*. There were attempts at a wide range of grammar, for example relative clauses: *I took down the picture which was on my wall because it was too babyish*, passive: *the walls were painted by my dad*, and past perfect: *I'd painted my room pink, but at the weekend I changed it to black*, and these were credited with higher marks. The majority of responses, however, focused on simple grammatical structures and past tenses were not always secure. At times tenses were mixed, *it's take 2 days for me to finished painted my room*. In some instances, past and future forms were combined in such a way, leaving some uncertainty about whether the changes had happened or whether it was a future project. In such cases, communication was frequently impeded and the meaning unclear. To achieve higher marks for Language, it is important that responses show grammatical accuracy and a range of vocabulary.

Exercise 6

In this series, some candidates engaged well, and took the opportunity to provide well-developed arguments both for and against the topic. The most successful responses took a strong line on one side from the beginning and produced persuasive arguments with some original ideas, *I think homework should be given and can't be compromised, as it helps us in gaining more knowledge, thinking creatively and learning individually*. Others weighed up both sides effectively and stated their own opinion clearly. Ideas outside the prompts included the usefulness of homework for academic success and the chance to learn without distractions, *doing homework makes us get ready for exams and be more successful*, and *sometimes people prefer to study alone in quiet places....it works more effectively than studying in groups of people.*

A common view was that homework not only benefitted students, *it's good to review the day's work....if you don't review, you forget*, but also gave teachers an insight into how their students were managing their work, *homework can let the teacher know the information about students, such as whether students understand or not*. Views were fairly evenly distributed between the two sides, with those against having homework feeling strongly that teachers should understand that many teachers give homework on the same day, which can place too much pressure on students, *we can do one homework, but when we study eight subjects and all teachers give homework, this is stress*. Other arguments featured the need for teachers to be more empathetic towards students who have obligations at home such as doing chores or looking after siblings after school, which meant that they were too tired to do homework, or that the school day was long enough without having to study at home as well, *we need time to do our hobbies and meet friends*. Overall, the most common opinion was that it was acceptable to have homework, but that teachers should not give too much.

Less effective responses were those in which each prompt was copied in turn followed by an opinion sentence which stated the candidate's position, *I agree with that*, with no overall conclusion. Other articles were repetitive or moved away from the task, focusing more on giving advice to students about how to organise their time. When the prompts were over-used or used on both sides of the argument, this led to confused and contradictory accounts, which affected the mark awarded.

From a Language point of view, there were some good examples of more formal cohesive devices to introduce new ideas, and linking phrases to signpost the direction of writing. Additionally, there were some attempts at more complex structures, such as conditional forms, *students typically take up several subjects at school and if they need to spend an hour on each homework...this means several hours*; and relative clauses, *another reason could be that the environment at school is more conducive to learning*. Many candidates also took the opportunity to demonstrate less common vocabulary, such as *burnt out, time management, feedback, reach out, feel drained*, which contributed to an effective article.

Articles which relied heavily on the written prompts appeared to produce the least ambitious language and more basic vocabulary and could not be credited with higher marks. Overall, greater emphasis on a wider range of vocabulary, and accuracy of simple grammatical structures, with some attempts at less common structures is an ongoing area for improvement.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/13
Reading and Writing (Core)

Key messages

In **Exercise 1**, precise reading is required to identify the key point of each question. Candidates should be reminded that for these tasks, answers should be brief to avoid the inclusion of superfluous information which could negate the answer. In this series, **Exercise 1** was reasonably well attempted, although there were a number of omissions.

In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to show some awareness of what is implied but not explicitly stated. Overall, this exercise was generally well attempted although again, with some omissions.

In **Exercise 3**, candidates must ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points. In this series, the task proved accessible for a good proportion of candidates.

In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempt to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 90 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, the majority of candidates made a good attempt at this task with only a small number failing to make any attempt.

In **Exercise 5**, candidates must recognise the need for informal register and should endeavour to provide responses which address all three prompts with a sense of audience and sufficient detail to engage the reader's interest.

In **Exercise 6**, more formal register is required. To achieve marks in the higher bands, it is important for candidates not to rely solely on the prompts provided but to introduce their own ideas and structure their writing cohesively, ideally using paragraphs.

In this series, most candidates found the topics accessible and were able to write at appropriate length, although again, there were a number of omissions.

General comments

Overall, the majority of candidates were correctly entered for the Core tier. There were a number of omissions, however, for **Exercise 6** in particular.

The paper offered a range of tasks within the six exercises, requiring candidates to demonstrate a variety of skills. There were degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Generally, candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

Comments on specific questions

Exercise 1

This exercise was reasonably well attempted and provided a suitable introduction to the reading comprehension tasks. Some items proved more challenging than others and although there was evidence that the text had been understood, there was also an indication that, at times, more careful interpretation of the questions was required. More able candidates successfully interpreted the rubric, selected key detail from the text and provided brief and precise responses. Less successful responses indicated difficulty in interpreting questions.

- 1 This item was reasonably well attempted with the majority of candidates correctly identifying 'consumers throw clothes away'.
- 2 This item proved challenging for the majority with a number of candidates supplying either entirely incorrect or incomplete information e.g. they provided 'businesses to improve', but omitted the salient detail 'their practices'.
- 3 The key detail '2015' was identified by the majority of candidates.
- 4 This item appeared to be the most challenging. A number of candidates were distracted by non-salient details, such as 'how much water is wasted' while others correctly identified 'create a better world for her son' as the salient detail, but included non-salient details which meant the answer could not be credited. A number appeared to have interpreted the question word 'what' as 'who', suggesting that her son persuaded her, which could not be credited.
- 5 This item proved reasonably accessible with many candidates achieving at least one of the two marks available. Marks tended to be lost where candidates supplied an incorrect detail, such as 'knew what to expect from the brand' or due to the omission of 'too' in conveying the idea that the clothes would be 'too expensive for some'.
- 6 This item was better attempted with the majority correctly supplying the salient detail 'creating product adds to waste'.
- 7 This item was reasonably well attempted with 'change the way people think about fashion' recognised by some, although a number appeared to have been distracted by the non-salient 'produce beautiful quality clothing', indicating a lack of precision in reading.
- 8 This item was better attempted with most candidates supplying the correct detail.

Exercise 2

This multiple matching exercise was generally well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for retrieving relevant details from the correct source text. There were a number of omissions in this exercise, however.

Question 9

- (a) This item was reasonably well attempted although a considerable number of candidates supplied texts A or B in error, indicating a lack of precision in reading.
- (b) This was also reasonably well attempted with many candidates correctly supplying B as the source text. A considerable number did not, however, with text C most frequently supplied in error, possibly as a result of word-spotting 'profession'.
- (c) This item similarly well attempted with a reasonable proportion of candidates identifying source text C. Texts A and B were supplied by a considerable number, however.
- (d) This item proved more accessible with a good majority of candidates correctly identifying text A.
- (e) This item proved challenging, however. While text C contained the salient detail, text B was frequently supplied in error, indicating that candidates need more practice in inference.
- (f) This item was generally well attempted. B was most frequently supplied in error, indicating a lack of precision in reading for some candidates.

- (g) This was well attempted with the majority of candidates correctly supplying text B.
- (h) This also proved quite accessible with the majority of candidates identifying the salient detail in text A, although a number appeared to be distracted by the mention of 'advice' in text C, and supplied this in error.

Exercise 3

This exercise was reasonably well attempted with many candidates able to show enough understanding of the text and extract the relevant information to score quite well. Overall, the exercise produced good differentiation with maximum marks being obtained by some candidates. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks were lost when candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus. Responses overall indicated that most candidates were able to distinguish between 'signs' and 'how to overcome the effects' although this was not always the case.

Question 10

This item proved the more challenging of the two in this exercise. Three content points from a total of six available were required. Whilst all of these proved accessible, some candidates did not provide enough detail to fully convey the point to be made. For example, some candidates supplied '(can't resist) checking their phone', but failed to include the required detail 'during the night'. Marks were also frequently lost where candidates supplied a definition rather than a sign of nomophobia.

Question 11

This was better attempted with a good proportion of candidates correctly supplying at least two of the six possible answers. Marks were most frequently lost where candidates provided vague responses such as 'finding the right balance' or 'manage the use' without reference to specific strategies for how to do this.

Exercise 4

Most candidates made a reasonable attempt at this exercise, and a good proportion managed to score quite well. Candidates were required to summarise the things location scouts have to do in their work. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Many candidates, however, performed less well.

All of the possible content points proved accessible; however, many candidates did not achieve full marks for content mainly due to indiscriminate lifting of irrelevant details from the text which impacts on the number of words available for the content points. A number of candidates also failed to complete the summary within the prescribed word limit.

Language points were awarded across the range with the majority of candidates receiving at least four of the six marks available. The inclusion of irrelevant information can also affect the Language mark, so candidates should ensure that they focus on the summary requirements. To achieve higher marks for Language, they should also try to paraphrase. There were some attempts to do so in this series, and some candidates were able to express the salient points succinctly with appropriate conjunctions which give the summary a natural flow. Examiners are looking to credit candidates who can convey the relevant content points with some attempt at cohesion rather than in the form of a list.

Exercise 5

General comments

This exercise was generally very well attempted with clear evidence that candidates engaged well with the topic. In most cases, all three bullet points were addressed with varying attempts at development. The word limit was generally well observed with a number producing pieces towards the upper limit in this series and few falling short of the lower limit.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for candidates in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater originality and ambition.

More successful responses used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre. The use of idiomatic expressions can be appropriate in informal writing, but the context must be appropriate if they are to be used effectively.

Exercise 5

The majority of candidates addressed all three bullet points and made varying efforts to develop them. The three prompts required candidates to email the friend in order to explain why the writer decided to set up a new club, describe the preparations made and tell the friend about the writer's future plans for the club.

Two visual stimuli were provided and the fairly ambiguous nature of these resulted in a range of responses being offered. Generally, candidates used an appropriately informal register, and in many cases, there was an attempt to develop all or some of the prompts. The first bullet point was generally well dealt with and prompted a range of different club types including art, drama, various sports and book clubs with most candidates supplying a useful explanation of their reasons for wanting to set up the club. The second bullet point produced a variety of responses and was better addressed by some candidates than others. A number attempted to provide more detailed descriptions of the preparations they made before starting the club with most making reference to one or more of the following – seeking permission from a teacher, securing a venue, sourcing the equipment needed and the various methods used for promoting the club. The third aspect tended to be the least well developed, although some candidates provided more thoughtful plans for the future of their club. While some were written in the form of a narrative, there were clear attempts to interact with the reader in many of the responses, giving these responses a good sense of purpose.

In terms of Language, the majority wrote using paragraphs, although this was not always the case. The language used was generally fairly safe and unambitious. Most candidates used tenses consistently, but only the more successful responses featured greater complexity in their use of sentence construction. Basic punctuation was generally sound, and there were very few problems with the use of commas instead of full stops this series. Overall, the responses were generally competent, and most candidates used an email format with an appropriate salutation and conclusion. Very few candidates made no attempt to complete the task this series.

Exercise 6

General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Four prompts were provided - two positive and two negative viewpoints on the scenario outlined in the rubric. Less successful responses tended to stay very close to these cues. In order to achieve higher band marks, candidates need to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic. Word limits were generally well observed, but time constraints appeared to be an issue for a number of candidates who made no attempt at this task.

Exercise 6

Candidates were required to write an article for their school magazine about their experience of a two-week school exchange trip to another country during which they stayed with a host family and attended the local school. Four prompts were provided; two relating to positive and two relating to negative aspects of the experience. While most candidates put forward both positive and less positive viewpoints, the majority relied heavily on the prompts and struggled to develop their ideas much beyond these. Those that did, however, commented on aspects such as the benefits of learning about the traditions of the country or developing language skills, along with the opportunity to become more independent, and some provided positive or negative details related to the host family and the school. A number of candidates produced well-developed pieces which provided a more thoughtful account of the experience. Most included an appropriate introduction and conclusion and there was some effective use of paragraphs and linking language which gave a sense of cohesion to some of the responses, but this was not always the case. Although language was again fairly unambitious, candidates appeared to have generally good control of tenses in this exercise.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/21
Reading and Writing (Extended)

Key messages

- Candidates should carefully read and recognise the requirements of individual questions, ensuring responses are precise and that questions are interpreted accurately. They should pay particular attention to reference and linking words in the texts (e.g. those, this, the former, on the other hand, while, whereas etc.).
- The spelling of any key word in a response should not form a different word which will change the meaning of the response. Handwriting should be legible.
- In **Exercise 1** candidates should ensure that no incorrect information is included with a correct response.
- In **Exercise 2** candidates should provide a response to all questions and write the letter given as the response clearly. It can be helpful for candidates to look in the text for synonyms and paraphrasing of key details that are in the question.
- In **Exercise 3** notes should be precise and provide key details. These may include verbs or adjectives that relate to the requirements of the headings.
- In **Exercise 4** candidates must keep within the 120-word limit or they may lose marks as content points made after 120 words cannot be credited. They should focus on the requirements of the summary and include only what is relevant. They should try to avoid lifting whole sentences or phrases containing content points directly from the text with no attempt to express points in their own words.
- In **Exercises 5 and 6** candidates should attempt to develop the response as fully as possible. They are asked to write 150 – 200 words. Shorter responses are unlikely to cover the topic adequately.

General comments

Most candidates were entered correctly for the extended paper. They should attempt a response for each question, considering the entire paper and dividing the time available according to the difficulty and total points for each exercise, so that time is allocated appropriately.

Exercise 1

Cenotes

Precise answers are required for this comprehension exercise. Candidates should ensure they focus on the requirements of the question and locate the relevant section of the text when responding. They should read carefully around what they recognise as the correct response to check there is no further information that negates or changes this.

Question 1

This question was very well answered. The most common incorrect responses were 12000 and 7000, which referred to cenotes worldwide and cenotes in Mexico, not those in Yucatan as required.

Question 2

This question was well answered. Some candidates did not provide a complete response and gave answers such as 'location' or 'location with accessible water', which omitted some of the necessary key details.

Question 3

This question was very well answered. A few candidates wrote 'Southern coast', where cenotes were linked as opposed to 'not joined together', which was specified in the question.

Question 4

This question was well answered. Most incorrect responses referred to other types of cenote (basin, cylinder), which did not match the description given in the question.

Question 5

This question was quite well answered. There were candidates who gave two correct details but a significant number only provided one, and in some cases, none. They confused sea and lake fish (silver) with fish in cenotes (transparent skin, poor eyesight). They also confused the description of the cenotes (dark) with the fish in them. As a result, wrong responses included 'silver', 'dark', 'excellent vision'. Candidates need to recognise and be guided by discourse markers, relative pronouns and determiners.

Question 6

This question was very well answered. A few candidates gave the incorrect response 'dinosaur', which was mentioned in the text as the skeleton divers hoped to find, but not what they found.

Question 7

This question was generally well answered. A few candidates located the section of the text that provided the correct response but gave answers that were not *equipment* as required by the question. Incorrect responses included 'natural light' and 'dive with partner'. Occasionally these were added to the correct response 'safety line', which negated the response.

Question 8

This question was well answered. Some candidates gave responses such as 'made of 3 cenotes', or 'its huge size', which referred to a cenote in the USA, not Belize. Some gave the *name* of the unusual cenote, not what was *unusual* about it, which was that it was in the sea. These candidates did not connect 'the former' and 'the latter' in the relevant section of the text to the two places mentioned.

Question 9

This question was well answered, and a significant number of candidates gained the full four marks available. The most common incorrect details were 'for leisure purposes' (how cenotes are used *now* by *tourists*), or 'played a role in Mayu culture'/'threw valuable items into the water (which did not explain how the water in cenotes was important). Occasionally responses such as 'life-giving water' and 'a way of communicating' were not specific enough and did not provide the key details required.

Exercise 2

Learning to drive

Most candidates responded well to this matching exercise. There were some who provided ten correct responses and most candidates gained at least five of the ten marks available. Generally, they seemed to find **Questions e, g, i and j** the most challenging. The task was based on an article about learning to drive. Candidates were required to match people in the different sections of the text with their experiences of learning to drive in the questions. Candidates should not only skim and scan the text, but also identify the key words in the question and ensure that the text they select fully supports their choice of answer. They should look for synonyms and rephrasing of the ideas, rather than the same words or phrases in the question and text.

- (a) This question was very well answered. Almost all candidates answered the question correctly. They needed to find someone who was unhappy with their driving instructor's vehicle, which was clearly stated in option A '...I still had not got used to the size of her car...' A few candidates gave B, possibly because the text states, 'It looked so shiny and expensive'. Candidates should read the whole paragraph carefully, recognizing discourse markers, before choosing their answer.

- (b) Most candidates answered this question correctly. It asked about someone who was determined to pass the test more quickly than other people, which was Francesca, option D, who was competitive and wanted to be the first of her friends to pass her test. Some candidates gave C as the most common incorrect response, possibly because the text states, 'I was expecting to be able to do everything perfectly within four or five lessons'.
- (c) This question was well answered. Most candidates answered C correctly. B was the most commonly chosen incorrect response. They may have misinterpreted or misread the sentence, 'Please do not let me damage it' in option B.
- (d) This question was very well answered. Almost all the candidates answered it correctly (B). C was the most common incorrect choice. Candidates needed to find someone who was promised a car when they qualified to drive. B was the correct answer since the text said 'so they said they would get me one of my own'. Some candidates may have misinterpreted, 'I'd love to have got a car as soon as I qualified, but my parents have promised ...' in option C, and connected 'promised' in the text with the question. They should look for synonyms or paraphrasing to link sections of text with the questions, rather than the same words.
- (e) This question proved a little more challenging for some candidates. A was the most common incorrect choice. Candidates needed to find the person who almost had an accident during a driving lesson. This was Francesca as she narrowly missed another vehicle, so D was the correct answer. In Text A, it says, 'It was not as if I had an accident', so candidates might have misunderstood this sentence.
- (f) This question was very well answered. The correct answer was B, 'I should have developed my skills further by doing a few additional sessions with my instructor'. Candidates were able to connect the synonyms 'lessons' in the question with 'sessions' in the text.
- (g) This question proved more challenging for some candidates. The correct answer was A, and D was the most common incorrect response. The question asked for the person who was initially unsure whether they wanted to learn to drive. In D, it says, 'After an uncertain start, I soon developed confidence', so candidates might have misinterpreted this and not connected the question with A, 'I could not see the point in being able to drive'.
- (h) This question was quite well answered. C was the correct response as Serge felt like he knew what he was doing, but some candidates selected D, possibly because it says in the text, 'I soon developed confidence'. Candidates should read possible sections carefully and not match sections to questions because they contain the same words.
- (i) This question was quite well answered. A significant number of candidates gave either D or C, rather than the correct response A. Words connected to feelings, 'impatient' in D or 'jealous', and 'relax' in C may have misled candidates.
- (j) This question was quite well answered. The correct response was B as Jing 'seemed to pick up everything ... straight away'. Some candidates selected A, which says, 'My instructor noticed that one week I'd be full of confidence while I was driving', This may have been misinterpreted by some candidates.

Exercise 3

Thomas Edison

Candidates responded very well to this note-taking exercise, with a large number of candidates gaining the full nine marks available. Notes could not be credited when they omitted key information or were under the wrong heading. It is important that notes focus clearly on key ideas that relate to the heading and communicate this as succinctly and accurately as possible, without omitting essential information. Candidates should also ensure that key words are spelled correctly.

Details of Edison's education:

This section was very well attempted, and many candidates correctly provided four clear notes from the possible five options. A few candidates gave unconnected responses, for example, 'Edison's mum was a

schoolteacher' and 'Edison's family moved '. Although the information was included in the text, the responses did not give details about Edison's education. Some candidates gave responses which omitted key details, writing notes such as 'free from school environment' and 'distracted'. These should have included 'learned' and 'easily' in order to indicate the details of Thomas Edison's education. A few candidates provided unconnected responses which focused on Edison's employment, for example 'At the age of 12 Edison convinced his parents to let him sell newspapers at stations' and 'When he was 15, he started working as a telegrapher'. Although these points were mentioned in the text, they do not support what was required by the heading. Occasionally responses were incorrectly expressed as in 'he was difficult' rather than 'described as difficult'.

Examples of what Edison created:

This section was attempted very well, and a significant number of candidates identified five of the correct notes out of a possible six. Candidates included the key details from the notes. Sometimes a note was attempted, but key information was omitted such as 'light bulb'. This response needed to be more specific stating that Edison had created a 'reliable light bulb'. Some candidates provided unconnected responses, for example 'The Ford Model T', 'Mass produced car' and 'Motor car' which were mentioned in the text. However, these were irrelevant as they were not examples of what Edison created but the car he had created a battery for. A few responses contained a spelling error which created another word with a different meaning, for example, 'improved stock ticket', which was not created by Edison. The correct response was 'stock ticker'.

Exercise 4

The advantages and disadvantages of biofuels

In **Exercise 4**, candidates are required to provide eight discrete, relevant content points. They should aim to express the content of the summary as far as possible in their own words, not exceeding the 120-word limit. Candidates should be encouraged to read the requirements of the summary carefully to ensure the focus is correct. They must also understand the importance of counting the number of words they write. This will ensure they do not lose marks for both Content and Language by exceeding the word limit.

In this exercise, there was a significant number of candidates who lost both content and language marks because they wrote over 120 words. They also lifted much of the language in their summary from the text. Points were made using chunks of lifted language, with little attempt to rephrase them. They would then be linked with conjunctions or sequencers, but language used was highly reliant on what was in the text.

Candidates were required to write a summary about the advantages and disadvantages of biofuels. Some candidates wrote a lengthy introduction that did not contain content points, which meant that some content points were made after 120 words and could not be credited. Some points did not include key details. The point that biofuels are made from *different plants* was inaccurately given as 'made from different sources' or 'made from plants'. Expressed in this way, the point was not clear enough to be credited. Certain points made were incorrect. For example, candidates wrote that a disadvantage was that biofuels produce greenhouse gasses, when they actual produce small amounts, which is an advantage. The possibility that they might become cheaper was often presented as an advantage when this was merely speculation, and the actual disadvantage is that they are costly. Candidates should read carefully to ensure they understand the meaning presented in the text, so as to make points accurately. However, a significant number of candidates included at least four of the ten possible points, with some providing the required eight or more.

Language marks were awarded across the whole range with the majority of candidates gaining three to six marks. In order to achieve seven or eight marks (top band) for language, candidates must attempt to use their own words and organize the content points. As mentioned, some candidates made no attempt to use their own words when giving content points, copying directly from the text and connecting the ideas with linking words. This reliance on language from the text meant they could only be awarded a language mark from the lower bands. There were some candidates who successfully re-phrased and linked the content ideas, writing for example, 'Biofuels decrease a country's reliance on oil. However, on the downside, dangerous chemicals are put into the earth to boost plant growth,' Such language was deserving of the higher bands.

It is important that content points remain clear when re-expressed as marks cannot be awarded if the meaning changes. Practice with verb, noun and adjective synonyms, along with practice in forming alternative grammatical structures is beneficial to enable candidates to attain the higher bands.

Exercise 5

Email to a friend about an after-school club

In this exercise, candidates complete an email task based on fulfilling the requirements specified in three bullet points. It is also important that candidates relate the email to the context set in the exercise, in this case attending an after-school club. The extent to which the bullet points are addressed and developed within the context will determine the band achieved for content. If any bullet point is not addressed, this has a significant effect on the content mark. For a mark in the higher bands, candidates should demonstrate a good or excellent sense of purpose whilst developing and effectively communicating the content. Examiners are looking to reward candidates who write using an appropriate and consistent register. The mark for language will depend on the accuracy, range and organisation of the language used.

Content

Generally, candidates wrote relevant emails in a mainly consistent style and register. There were candidates whose emails were less than 150 words, so there was not sufficient development for higher band content marks. Candidates should attempt to write at least 150 words. Most candidates responded to this task successfully. Some fulfilled the task skilfully and effectively and developed the email to include a range of information and ideas. Most candidates addressed all three bullet points. These were sometimes lacking in detail, especially if the response was slightly short. Candidates were expected to write an email to a friend telling them about an 'after-school club' they had taken part in. They were asked to explain how they found out about the club, describe what they usually did in the after-school club and to suggest improvements for the club. Candidates generally used an informal register, though this was not always consistent. For example, phrases such as 'I would like to inform you about the after-school club I have been attending' or linking words such as 'in conclusion' and 'furthermore' are quite formal and may not be appropriate in this kind of email. A few candidates wrote about *why* they joined the club, rather than *how* they found out about it. They should ensure each bullet point is covered as required.

A range of reasons was given to explain how they found out about the club, for example, a poster on the corridor wall at school, from a school friend or teacher. Regarding what they usually did in the club, common ideas included discussing personal problems, a homework club, a theatre club, sports club and a book club. Suggested improvements were often about the location, wanting a bigger room or more equipment. Others suggested more frequent meetings, different timings for the start of the club or for more club members to join them.

Effective emails, included a chatty style where the writer connected personally to the recipient, for example, 'I was so intrigued by the topics, such as global warming, I know you love this type of stuff' or 'We suggested to recycle more, what would you have suggested?' 'Remember Myriam, the kid who knows all about nature stuff? Well, we got along well this semester, in your absence.' Successful emails flowed effectively through the three bullet points and began with natural openings that contained interest in some aspect of the recipient's life, family or a reference to a shared recent experience, leading into the body of the email. For example, 'I have not heard from you in a while, and I miss you. Here it's all OK and I have a new interest in a chess club.' The ending should provide appropriate concluding comments connecting the recipient to the experience or conveying good wishes to other members of their family or friends. For example, 'I love my club and I recommend you attend one. Please say hello to your parents from me'.

Language

Most candidates attempted a good range of well-organised language. There were a few who used generally simple structures which were limited in range and accuracy. Some candidates were able to construct accurate sentences of varying lengths, with more complex structures and a range of appropriately used, less common vocabulary. Most emails included paragraphing, which when used appropriately, meant the task was effectively organised.

Language deserving of the higher bands should flow easily and be grammatically correct. There should be a clear range of appropriate vocabulary. An example of such language is, 'The only real issue I have is that there seems to be some bad blood between cast members, and they really should work on that. It ruins everything!'. In this example, complex language is used accurately and effectively. There were candidates who attempted more complex language but could not produce this accurately in terms of grammar, punctuation or spelling as in, 'I think that there are some improvements that the teacher should do if he want that the club become much better. He has to leave people talk and he does not have to interrupt them.'. Some emails included mainly very short sentences (subject + verb + object), which were accurate but did not

demonstrate a sufficient range of language for the higher bands. There were a few candidates who often used commas instead of full-stops.' Candidates should try to ensure language used is accurate, appropriate and demonstrates a range of structures and vocabulary, along with correct punctuation and spelling. Paragraphs should be included to guide the reader.

Exercise 6

Article for a school magazine about whether being a professional athlete is an easy job

In this exercise, candidates may be required to write an article, a review or a report for a particular target audience. It is important that they read the task carefully and consider the two prompts, which are given to help form ideas on the subject. For a mark in one of the higher bands, candidates might include other points and ideas relevant to the task, along with developing the views in the prompts if they choose to, expressing these in their own words. The style and register should be appropriate for the type of task.

Content

Candidates were expected to write an article for the school magazine about their views on whether being an athlete is an easy job. They were provided with two prompts which supplied ideas for candidates who might need them, although they do not have to use these. One prompt was a quote from a classmate suggesting that there is a lot of pressure on athletes to win, and another saying they get to do a job they love. Most candidates fulfilled the task with a generally good sense of purpose and audience, some referring to the ideas in the prompts and others also introducing ideas of their own. Some candidates wrote in such a way as to really connect with the reader and communicate their views effectively and skilfully. These kinds of responses attempted to write using an article style, rather than just looking at the pros and cons of being an athlete. For example, an introduction like 'It's no secret that athletes are often idolised for both their skill and hard work. But are they working hard or are they hardly working?' effectively connects with the reader and draws them in with the use of a rhetorical question. Candidates generally gave a range of interesting points as evidence for the difficulties facing professional athletes. They considered the pressure of representing your country, having to stick to a strict diet, having limited time for socialising and family, and how an athlete's career can be a short one. Candidates suggested that what made being an athlete easy was the money, fame, the sense of achievement and not having to be successful academically.

Language

The full range of marks was awarded for language. A number of candidates clearly attempted to employ more complex structures and more sophisticated vocabulary. There were candidates who demonstrated a range of advanced structures, with very few errors, enabling them to achieve the precision required for marks in the higher bands. Their writing included accurate, varied sentence structures, good punctuation and paragraphing, along with ambitious vocabulary. This quality of language is exemplified in 'However, most athletes do not live this dreamed reality. Behind the mask of an amazing competitor is a person with problems and difficulties like you and me', and 'Secondly, the amount of pressure that someone should be able to handle in order to work in that sector is so high that often the help of a professional psychologist is needed'. Some candidates attempted more complex language which included errors as in 'As well as, turning your childhood hobby into your dream career is something to be astonished of.' and 'But in my opinion we should praise this people, because to find balance in passion and work is not as simple as it seames.'. A minority of candidates achieving marks in the lower bands produced generally simple structures with frequent errors which often impeded communication. Examples include 'At the second, this job is very strong since every day you are pressure in the international competision if you do not win' and 'When you began a professional athlete when you are young your lifestile are totaly different because spent your time in your gym althrough to going in a cinema or shopping center with your friend.'. In general, the majority of candidates used language that was either satisfactory or competent. In order to access the higher bands candidates should write with some style and sophistication, demonstrating grammatical accuracy and good organisation.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/22
Reading and Writing (Extended)

Key messages

- In **Exercise 1**, it is essential that candidates locate the key requirements of each question and answer with a brief and precise phrase. Candidates should also ensure that no incorrect information is included with a correct response.
- In **Exercise 2**, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts. It is also helpful for candidates to look in the text for synonyms and paraphrasing of key details that are in the question.
- In **Exercise 3**, notes should be precise and provide key details. These may include verbs or adjectives that relate to the requirements of the headings. Candidates should be guided by the number of bullet points which indicate the number of responses required. There should be only one relevant note per bullet point as if candidates provide more than one, only the first one can be credited.
- In **Exercise 4**, candidates must keep within the 120-word limit, or they may lose marks as any content points made after 120 words cannot be credited. They should focus on the requirements of the summary and include only what is relevant. They should try to avoid lifting whole sentences or phrases containing content points directly from the text with no attempt to express points in their own words.
- In **Exercise 5**, responses must provide relevant information and be written in a suitably informal style. All bullet points have to be addressed and developed in order to have access to marks in the top band for Content.
- In **Exercise 6**, candidates need to respond to the different requirements of this task, and should adopt a suitable style and register. Ideas should be relevant and developed at an appropriate length.

General comments

Overall, the vast majority of candidates were correctly entered at this level.

Candidates should be advised that throughout the paper the spaces and number of lines are arranged to guide them as to the length of answer required and they should not consistently exceed this.

Comments on specific questions

Exercise 1

This exercise was generally well attempted by candidates with individual questions providing differentiation.

Question 1

This was a two-mark question and proved to be a very good discriminator. Most candidates recognised '*toothpaste*' as a household product and were credited with one mark. The second mark proved more challenging, and there were a variety of incorrect attempts ranging from '*houses to hospitals*' to '*in the form*'

of lime'. Occasionally, the correct response *'make-up'* was precisely selected from the text but often responses featured extra incorrect information and lifted the whole phrase *'items from make-up to chicken feed'*. Such responses could not be credited.

Question 2

This was generally well attempted, although a number of candidates appeared to have overlooked the significance of the word 'maximum' in the question and gave *'500 000 to 700 000 tonnes'* as their answer. Those candidates who chose to write *'a million'* in figures were always accurate.

Question 3

This was well answered and most candidates successfully wrote *'1810'*. There were some candidates who answered with the distractor *'1947'* possibly because they had overlooked the key word 'first' in the question.

Question 4

This question was very well attempted and most candidates recognised *'machine operators'* as the job of most employees at the quarry. A few candidates appeared not to have made the link between the key word 'majority' in the question with the expression *'most common role'* in the text and answered with *'administrators and managers'*, which was the distractor.

Question 5

This was very well answered and most responses were credited here. Occasionally, the answer *'bat barns'* was provided. These were built to keep the bats from harm and danger rather than the visitors, which was the wording in the question.

Question 6

This was very well attempted. The incorrect answer *'Blue route'* was chosen by a few candidates.

Question 7

This question proved to be a good discriminator. There were two possible correct answers here, *'in the nearby woods'* and *'education centre'*. Many candidates chose the former and were credited with the mark. There were a large number of candidates, however, who added extra information, such as *'the sign which points you to the path'* and *'at the back of the car park'*, which could not be credited. This question required very careful reading of the text and precision with the written answer.

Question 8

This was very well answered. Occasionally, responses indicated that candidates did not link the word *'annual'* in the question with *'each year'* in the text and answered with *'Rocks and Fossils'*.

Question 9

The final task of the first exercise always has a maximum of four marks. The wording of this question, namely *'What has the quarry company done...'* indicated that responses required a verb for each answer. Most candidates were successful with this simply by lifting the verb used in the text and writing four individual notes. A large number were credited with the maximum four marks. Common mistakes were *'built wooden fences'* and *'made from local limestone'*. On occasion, there were errors in transcription and candidates wrote *'built a bat farm'* instead of *'bat barn'*.

Centres are reminded that for this final question in **Exercise 1**, candidates should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

Exercise 2

This question was generally well attempted and a large number of candidates were awarded at least 7 marks, with a good number credited with full marks.

It is important to note that once an answer has been decided upon, the candidate should write the letter clearly on the designated line. If the first answer is changed, it should be crossed out and a new response provided rather than overwriting the original.

Many found the first half of the task (**Questions (a)–(e)**) more challenging and only more able candidates were successful here. The second half (**Questions (f)–(j)**) were more successfully answered by candidates of all levels and most scored well.

In **Question (b)**, candidates needed to match the statement *‘which person explains that they found something relevant to their future’* with the detail in text D *‘...because a career in science is something I’m considering at the moment’*. There were several responses which did not look beyond the ‘word-spot’ in text C *‘I’m sure I’ll go there again in the future’* without appearing to fully appreciate the significant difference in meaning of the two phrases *‘to their future’* and *‘in the future’*.

In **Question (c)**, candidates needed to match the statement *‘which person describes their favourite part of the museum’* with the detail in text C, *‘some really great displays of shells and some weird deep-sea creatures...I’d tell anyone visiting not to miss’*. The most common incorrect answer was D, where candidates presumably linked the statement with the detail *‘able to observe scientists at work...which I really enjoyed’* in text A. The wording in both texts conveyed the idea of enjoyment, but it was text C which best matched the idea of a description of the favourite part, with its detail about the shells and the sea creatures.

In **Question (d)**, the statement asked, *‘which person suggests that they enjoyed parts of the museum that they were not planning to visit’*. The correct match was with text A and the observation *‘we picked the top three we wanted to see...it was impossible to stick to just those...there were always things that tempted us into other rooms’*. The key to success in this question was to find the wording in the text which conveyed the idea that certain parts of the visit were unplanned. Many candidates selected statement D with the detail, *‘We were able to explore areas that regular visitors don’t get to see’*. This suggested the idea that visits to certain parts of the museum were not common, but there was no sense of enjoyment and the reference was to other visitors and not to the writer of the statement.

Exercise 3

This exercise was very successfully answered by the majority of candidates. Many were able to show enough understanding of the text to score well here, with brief answers in note form. The bullet points and the length of the lines are always a guide to candidates as to how to present their answers in this exercise.

Question 11

The full range of possible correct answers was chosen by candidates and many managed to convey at least three of them correctly. Points 2 and 3 on the mark scheme were particularly well attempted, whereas point 5 was the least common response. More successful candidates selected precise detail from the text and transcribed it accurately. On occasion, some candidates unnecessarily used their own words, which changed the original meaning, and could not be credited.

Question 12

This question proved to be equally accessible to most candidates and many achieved 4 out of the 5 possible marks. Candidates used all the possible answers on the mark scheme and points 3 and 6 were particularly well identified. The least selected response was point 1, *‘ask yourself about how your day has been’*, which was a more abstract idea but was prefaced in the text by *‘a good way to start is...’*. Several candidates selected *‘could see something when you are out for a walk’* and *‘gives you an interesting idea to write about’* from the third paragraph, but these were more statements rather than advice. On occasion, candidates misspelled *‘dairy’* for *‘diary’* and such responses could not be credited.

Exercise 4

Question 13

The summary proved to be a good discriminating exercise and there was a full range of marks awarded. All the content points proved accessible and most candidates were able to identify at least five relevant details successfully. The task was to write a summary about the advantages of crop rotation for home gardeners. The most successful candidates were able to convey relevant detail, attempted to use their own words for key points and wrote with a good sense of organisation. Less able candidates appeared not to always

understand the distinction made in the text between farms and home gardens, and often confused the amount of space available to farmers and home gardeners. There was generally good use of appropriate linking words and cohesive devices such as *'moreover'*, *'in addition'* and *'importantly'* which gave a more cohesive flow to the summary. Candidates who used *'firstly'*, *'secondly'*, *'thirdly'*, *'also...also'* conveyed the idea of sequencing, but this was not demonstrating a wide use of cohesive devices, making the whole piece read like a list.

There was a significant number of candidates who completed the summary outside the prescribed 120-word limit. This occurred generally when candidates wasted words with redundant introductions and by lifting irrelevant descriptions of crop rotation from the first five lines of the text. Consequently, some summaries were overlong and key details were often only addressed after the 120-word limit, and therefore could not be credited.

From a Content point of view, credit could not be given if key words were omitted. For example, in point 4, the response *'increase in the harvest'* did not accurately convey the detail in the text without the key word *'quality'*. In point 5, the answer *'gardeners will increase their knowledge'* was insufficient without the important detail of *'a variety of species'*. A few candidates also did not link the role of the *'planting plan'* with the *'organisation of the garden'* in point 6. In addition, many candidates did not recognise the significance of a comparative such as *'fewer'* in point 9 and wrote *'few'* or even *'no chemicals are needed'*. Such responses could not be credited.

Centres are reminded that higher marks for Language are available to those candidates who make an attempt to paraphrase by using synonyms. In this particular summary, for example, more successful responses changed *'garden space can be used effectively'* to *'garden space can be maximised fully'*, *'almost any size of garden'* to *'whatever size garden you have'*, *'unwanted plants'* to *'weeds'* and *'limits'* to *'reduces'*.

When candidates attempt to use their own words, they must ensure that their chosen expressions accurately match the key details from the text. In this exercise, some responses did not convey the meaning precisely enough. For example, *'the amount of the harvest'* was not the same as *'the quality of the harvest'*, and *'avoid using chemicals'* was not the same as *'fewer chemicals are needed'*. There were some good examples seen which linked separate ideas together, for example, *'Not only does it limit the number of insects but also the chemicals needed become less'*, which gained two marks for Content. More able candidates wrote pieces which contained a mixture of vocabulary from the text and their own words, together with a good level of grammatical accuracy.

Exercise 5

The most successful responses used paragraphs to good purpose and they provided an effective division between the different ideas that they needed to convey.

Candidates must address and develop all three bullet prompts in order to achieve higher marks for Content in the levels-based marking criteria. In addition, they should convey a good sense of purpose and engage the reader's interest.

Many responses this series made a good attempt to supply a suitably brief introduction and concluding statement, in an informal register. There were fewer prolonged greetings and conclusions than in past series and those responses which included pre-learnt expressions were generally relevant to the recipient of the email and the requirements of the task. Similarly, there was far less evidence of inappropriate idiomatic language used.

Candidates should attempt to use more complex vocabulary and structures to achieve higher marks for Language. It is important that the writing should be grammatically accurate, particularly in the use of verb tenses. The whole response should be well organised and coherent.

Exercise 5

Question 14

Most candidates related well to the task and many answers were well-developed with an appropriate, informal tone for the email format. The most successful responses conveyed a full description of what they changed in their bedroom and how they changed it, concluding with their feelings about the new appearance of the room.

For the first bullet point, apart from new furniture in the form of beds, desks and bookcases, many responses featured descriptions of painting their rooms in a variety of colours ranging from white to more vibrant purple and changed their posters from popstars to sporting idols. For example, *'I have decorated my walls with some polaroid pictures so that it can motivate me every time I wake up'*. Many candidates gave their room a more exotic appeal with LED lights and bright curtains and cushions. More successful responses also added details about why they had decided to make the changes, commenting that they had not altered their room for years and it had become childish, *'I wanted to drop the vintage look and go for a more modern style'*. Many also demonstrated an awareness of the cost of all these changes and how they had budgeted carefully, for example, *'You know me, I managed to allocate my money wisely by comparing the prices of furniture on the internet'*.

Less successful responses produced changes that were less ambitious, such as moving the bed to the right-hand wall and the desk to the left-hand wall and the bookcase opposite the door, without providing any further development.

For the second bullet point, most successful responses gave the impression that they had some experience of this undertaking and showed great initiative by completing the work themselves, such as *'You must be thinking to yourself that I had somebody working for me but you are wrong. Everything from the wires to the bedframe was done by me'*. Many candidates enlisted the help of their parents, siblings or friends and neighbours to complete the changes. For example, *'My dad and I moved my old desk to the front of the house to be donated to charity'* and *'My sister and I worked on it together, I had fun and we were able to bond a bit'*.

Less successful responses did not develop this aspect of the question and tended to combine the first and second bullet points without making a distinction between what was changed and how it was done, other than to state that they *'moved'* certain items and *'put up'* some posters.

For the final bullet point, more successful responses conveyed a genuine feeling of happiness and pleasure at being in their 'new' room. They were delighted with the changes and many had a sense of achievement at the final result, having done the work themselves. The most successful were able to add imaginative detail, for example, *'I feel really happy, mainly because I heard my bedframe was given to an orphan. I feel at ease and calm with my latest renovations because I no longer wake up in a cold sweat at midnight because of my window creaking...'*. Less well developed responses featured comments such as *'I am finally happy and it is satisfying as well'*.

From a general Language point of view, most candidates were able to write in a suitably informal register. The most effective responses often referred back to the recipient of the email and were written as if to a real friend, with expressions such as: *'You know me and my bedroom...'* or *'Trust me, you won't regret it'*. More able responses included ambitious language, such as *'words cannot explain how thrilled I was'* *'we mustered every ounce of strength we had'*, *'a homely atmosphere'* and *'aesthetically pleasing'*.

Many responses demonstrated the need for different tenses when addressing the three bullet points and were successful in making the change from past to present time frames. Spelling was generally good even when more ambitious language and structures were used. Less successful responses included basic verb errors by mixing tenses in the same sentence, such as *'my mother bought the bed and help me to change it'* and also subject and verb agreement, for example *'I loves'* and *'I really enjoys'*. There were also frequent errors when modal verbs were used, such as *'I can felt'*. A number of responses included errors which included the omission of definite and indefinite articles, for example *'I changed the place of bed from opposite door to near window'*.

Most responses featured paragraphs well in order to divide their ideas, and basic punctuation was generally sound. Less successful responses substituted commas for full stops throughout the whole response, thus producing unnecessarily long sentences. Capital letters at the beginning of sentences were also sometimes overlooked. By contrast, some responses featured very short sentences throughout with no clauses or connectives.

Exercise 6

Question 15

There are two prompts – one for and one against the statement in the title – to help candidates with basic ideas. However, there needs to be evidence that if candidates use these prompts, they can develop and

widen their ideas and views with a formal register suitable to the requirements of an article. A clear, organised sequence of views and arguments is very important.

To achieve higher marks for Language, it is important that the writing should be in a more formal register suitable for the requirements of the task. Candidates should attempt to use more complex vocabulary and structures as well as persuasive language which seeks to convince the reader of their views. Where arguments for and against the topic are expressed, ideally there should be paragraphs as well as a good use of punctuation.

Most responses demonstrated a formal tone and register for this final task. The more successful responses presented ideas well beyond the suggestions of the prompts and produced a balanced article, focusing on the wider advantages and disadvantages, not only within the school context but also in society generally. Less successful responses relied heavily on the two prompts and added little development to them, for example, *'Homework takes up too much of my free time and I cannot play with my friends'*. They also moved away from the requirements of the topic and included lengthy digressions. Candidates who supplied a focused introduction and a convincing conclusion were more likely to be awarded higher marks for Content. For example, one response opened the article with *'Do you relish the idea of draining all your time and energy on doing homework?'* Less successful responses reiterated the title of the task as an opening paragraph and concluded with a statement, *'there are both advantages and disadvantages to homework'*.

Responses which advocated the advantages of homework emphasised the importance of revisiting what has been taught earlier at school and the opportunity to refresh their knowledge of a subject. This in turn helps with examinations and improves students' grades. *'The brain is engaged and students utilize their time in a productive way'*. Homework also helps with life skills in general by fostering a good work ethic and paying greater attention to time management, both of which will be valuable in future careers. For example, *'In addition, homework builds the discipline to finish tasks by a certain date. On top of that, homework allows students to further explore the concepts they have learned in class'*. Homework also enables teachers to keep a closer eye on the progress of individual students and to concentrate in their lessons on areas where there are weaknesses.

Regarding the disadvantages of homework, responses argued that there is little or no time for creative activities outside school hours, especially extra-curricular activities, such as sports. There are also many students who rely on part-time jobs to earn money for themselves and their family, and homework severely restricts the opportunity for this.

From a Language point of view, the most successful responses achieved some variety of style by the use of rhetorical questions such as *'There is one thing that students all around the world dread, homework. Does this sound like you?'* Paragraphs and linking words were generally well used and provided a balance when conveying both sides of the argument. Cohesive words and expressions such as *'not only that...'*, *'given these points...'* and *'undeniably'* as well as *'that being said'*, *'on the other hand...'* and *'conversely'* helped with cohesion when there was additional argument or a change of direction in the article. There were also ambitious phrases and adjectives used such as, *'brought forth a heated debate'*, *'a myriad of benefits'* and *'totally pointless argument'*. The most frequent grammatical error was to overlook that 'homework' is an uncountable singular noun. Consequently, many responses featured 'homeworks is' or 'homeworks are' throughout. There was also confusion at times with the use of *'boring/bored'* and *'tiring/tired'*, as in, for example, *'too much homework makes me tiring'*.

Overall, a good number of responses featured a structured argument, both for and against, and were able to produce articles that were persuasive. A good balance to the writing was established by providing an introductory comment on the topic and a concluding opinion, both of which helped to give a sense of cohesion. More successful responses provided a different form of words in the concluding paragraph to that used in the main article, and avoided repetition of the same language.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/23
Reading and Writing (Extended)

Key messages

- In **Exercise 1**, precise reading is required to identify the key point of each question. In this series, **Exercise 1** proved accessible to the majority of candidates, although they should be reminded that for this task, answers should be precise but also brief, to avoid the inclusion of superfluous information which could negate the answer.
- In **Exercise 2**, candidates are required to identify key details including attitudes and opinions, and to demonstrate understanding of what is implied but not explicitly stated. Overall, this exercise was well attempted although there was evidence that some candidates require better preparation for items which assess inference.
- In **Exercise 3**, candidates need to ensure that responses are brief and that they correspond to the headings of each section. Candidates should be guided by the inclusion of bullet points which indicate the number of responses required. Each response should be presented on a separate line as dictated by the bullet points.
- In **Exercise 4**, candidates need to read the question carefully to ensure they provide information relevant to the task. The most effective summaries are those which demonstrate understanding of the text and attempts to paraphrase the main ideas. Candidates should also focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information or repetition of points should be avoided. In this series, while many candidates interpreted the rubric correctly and successfully located some of the content points, a number of candidates also continued to include non-salient introductory details which impacted the number of content details available to them within the constraints of the word limit.
- In the extended writing exercises, **5** and **6**, responses should be of an appropriate length and should include relevant content and a range of language. In **Exercise 5**, email writing, candidates must recognise the need for informal register and must address and develop all three prompts. They should also endeavour to include a sense of audience and provide enough development. In **Exercise 6**, more formal register is required along with, ideally, clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts. These tasks were generally well attempted with the majority of responses achieving quite well.

General comments

Overall, the majority of candidates were entered appropriately for the Extended tier.

The paper offered a range of tasks within the six exercises, requiring candidates to demonstrate a variety of skills. There were degrees of difficulty within each exercise and differentiation was achieved in individual questions and across the paper as a whole.

Candidates should be advised that throughout the paper, the spaces and number of lines are arranged as a guide to the length of an answer required and they should not consistently exceed this.

Comments on specific questions

Exercise 1

This exercise was generally well attempted. There was evidence from the majority of responses that the text had been understood although there was an increase in the number of omissions in this series. There was also an indication that, at times, greater precision needed to be applied in the reading of the questions. More successful responses indicated that candidates had interpreted the rubric accurately, selected key detail from the text and provided brief and precise responses for all items.

- 1 This item was generally very well attempted with the majority of candidates correctly identifying 'consumers throw clothes away'.
- 2 This item was also well attempted, although a number of candidates supplied incomplete information i.e. they provided 'businesses to improve', but omitted the salient detail 'their practices'.
- 3 The key detail '2015' was identified by the majority of candidates.
- 4 This item proved slightly more challenging. While a reasonable proportion of candidates correctly identified 'create a better world for her son' as the salient detail, a number appeared to have interpreted the question word 'what' as 'who', suggesting that her son persuaded her, which could not be credited.
- 5 This item was also generally well attempted with many candidates achieving both of the marks available. Marks tended to be lost where candidates supplied the incorrect detail 'knew what to expect from the brand' or due to the omission of 'too' in conveying the idea that the clothes would be 'too expensive for some'.
- 6 Candidates responded well to this item with the majority correctly supplying the salient detail.
- 7 This item was also well attempted with 'change the way people think about fashion' recognised by the majority.
- 8 This item was well attempted with most candidates supplying the correct detail.
- 9 Candidates were less successful in their attempts at this item in this series. Although all of the possible options proved accessible, a number of candidates supplied fewer than four responses and some made no attempt to answer the item at all. Marks for this item were most frequently lost where candidates supplied responses which related to challenges for consumers rather than brands e.g. 'increased prices'.

Candidates should be reminded that for the final question in **Exercise 1**, they should be prepared to review the stimulus article as a whole because key information may appear at any point in the text.

Exercise 2

This multiple matching exercise was generally well attempted and there was evidence that the majority of candidates were able to employ appropriate and effective strategies for identifying relevant details from the correct source text. A small number of candidates made no attempt to answer items in this exercise, however.

Question 10

- (a) This item proved challenging for many candidates, with a considerable number supplying text D in error, possibly as a result of spotting the word 'talent' in the first sentence.
- (b) This item proved more accessible with a good majority of candidates correctly identifying text D.

- (c) This was reasonably well attempted with many candidates correctly supplying B as the source text. A considerable number did not, however, with text C most frequently supplied in error, again possibly as a result of word-spotting 'profession'.
- (d) This item was better attempted with a good proportion of candidates identifying source text C. A number were distracted by texts A and B, however, indicating a lack of precision in reading.
- (e) This item was well answered with the vast majority of candidates correctly identifying text A.
- (f) This item proved more challenging. While text C contained the salient detail, B and D were frequently supplied in error, indicating that candidates need more practice in inference.
- (g) This item was generally well attempted. B was most frequently supplied in error, indicating a lack of precision in reading for some candidates.
- (h) This was very well attempted with the majority of candidates correctly supplying text B.
- (i) This also proved accessible with the majority of candidates identifying the salient detail in text A, although a number appeared to be distracted by the mention of 'advice' in text C, and supplied this in error.
- (j) This item was very well attempted with a good majority correctly identifying source text D.

Exercise 3

This exercise was generally well attempted with many candidates able to show enough understanding of the text to extract the relevant information and score well. Responses overall also indicated that most candidates were able to distinguish between 'signs' and 'how to overcome the effects'.

The bullet points and the length of the lines are always a guide to candidates as to how to present their answers. In this series, there were attempts to keep answers generally brief, in note form and written within the space provided. Marks tended to be lost where candidates omitted or repeated key details. Candidates should be reminded to check that each point they make has a different focus.

Question 11

This item proved the more challenging of the two in this exercise. Four content points from a total of six available were required. Whilst all of these proved accessible, some candidates failed to supply enough detail to fully convey the point to be made. For example, some candidates supplied '(can't resist) checking their phone', but did not include the required detail 'during the night'. Marks were also quite frequently lost where candidates supplied a definition rather than a sign of nomophobia.

Question 12

This was well attempted with a good proportion of candidates correctly identifying at least three of the six possible answers. Marks were most frequently lost where candidates provided vague responses such as 'finding the right balance' or 'manage the use' without reference to specific strategies for how to do this.

Exercise 4

The summary writing task discriminated to some extent, but, as with previous series, the higher range of marks was not widely awarded. Candidates were required to summarise two aspects of the text – how to protect yourself in extreme cold weather and what to avoid doing in extreme hot weather. More able candidates selected precise detail, attempted to rephrase it and wrote with a good sense of order. Many candidates, however, performed less well.

Although all of the possible Content points proved accessible, relatively few candidates achieved full marks for content and many produced summaries which exceeded the prescribed word limit. In this series, many candidates copied information from the text without sufficient care as to the rubric requirements. Many, for example, lifted elements of the introduction, which only served to provide background information. This inevitably impacted on the number of words available for content points, which is a particular issue when candidates are required to address two aspects. There were also instances where candidates appeared to

misunderstand the second aspect of the rubric and supplied advice on how to cope with extreme hot weather rather than what to avoid doing. Candidates should be reminded of the importance of meeting the precise rubric requirements within the word count in their conveyance of content details.

Language points were awarded across the range with the majority of candidates receiving at least five of the eight marks available. The inclusion of irrelevant information can affect the Language mark as it may indicate lifting without discrimination. Again, candidates should ensure that they focus on the summary requirements. To achieve higher marks for Language, they should also make an attempt to paraphrase. Although this seemed rather a challenge for some in this series, with a number presenting the 'advice' in the form of a list, sometimes even as bullet points, the more able expressed the salient points succinctly with appropriate conjunctions, giving the summary a good sense of cohesion and natural flow.

Exercise 5

General comments

This exercise was generally well attempted with clear evidence that candidates engaged well with the topic. In most cases, all three bullet points were addressed with attempts at development. The word limit was generally well observed with a number producing pieces towards the upper limit in this series and few falling short of the lower limit.

There are three written prompts which must be addressed and two picture prompts which are provided as a guide for students in their selection of content. Candidates are always free to select their own material, however, and those who do so often produce pieces with greater ambition.

More able candidates used paragraphs effectively as a division between the different ideas and, in most cases, there was an appropriate beginning and ending to the email. The majority of candidates also adopted a style and register appropriate for this genre.

Exercise 5

The majority of candidates addressed all three bullet points and made efforts to develop them. Two visual stimuli were provided and the fairly ambiguous nature of these resulted in a range of responses being offered.

Generally, candidates used an appropriately informal register, and in many cases, there was an attempt to develop all prompts. The first bullet point was generally well dealt with and prompted a range of different club types including art, drama, various sports, book clubs and debating societies. In most cases, generally well-developed reasons were provided for wanting to set up the club. The second bullet point produced a variety of responses and was better addressed by some candidates than others. A number provided more expanded and detailed descriptions of the preparations they made before starting the club with most making reference to one or more of the following – seeking permission from a teacher, securing a venue, sourcing the equipment needed and the various methods used for promoting the club. The third aspect tended to be the least well developed, although some candidates provided ambitious plans for the future of their club. While some were written in the form of a narrative, there were clear attempts to interact with the reader in many of the responses, giving these a good sense of purpose.

In terms of Language, the majority wrote using paragraphs, although this was not always the case. Most candidates showed generally good control of tenses and sentence structure with the more able attempting greater complexity and demonstrating ease of style and a wider range of vocabulary. Punctuation was generally sound, and there were very few problems with the use of commas instead of full stops in this series. Overall, the responses were generally very competent, and most candidates used an email format with the correct salutation and appropriate conclusion.

Exercise 6

General comments

Most candidates were able to adopt a more formal tone and register for the final discursive exercise. Two prompts were provided – one positive and one negative viewpoint on the scenario outlined in the rubric. While many candidates made reference to these cues, very occasionally using the prompts as 'quotes' from other 'students', a good proportion were able to venture beyond the prompts provided with the introduction of

their own ideas. Word limits were generally well observed although time constraints did appear to be a problem for a small number of candidates.

Exercise 6

Candidates were required to write an article for their school magazine about their experience of a two-week school exchange trip to another country during which they stayed with a host family and attended the local school. Most candidates put forward both positive and less positive viewpoints and provided an appropriate introduction and conclusion. Most candidates also drew upon the prompts provided for ideas, but many took the opportunity to go beyond these. On the positive side, a number commented on aspects such as the benefits of learning about the history or traditions of the country or developing language skills, along with the opportunity to become more independent and broaden the mind. A number of candidates provided both positive and/or negative details related to the host family or the local school. In terms of entirely negative comments, food featured most frequently; however, some also commented on aspects such as homesickness and anxiety related to leaving the familiarity of home while others commented on the challenge posed by the time difference or the weather. A number of candidates produced well-developed pieces which provided a full and thoughtful account of the experience. There was some very effective use of paragraphs and linking language which gave a sense of cohesion to many of the responses enabling a good proportion of candidates to score well.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/31
Listening (Core)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters should be clear. Where responses are illegible, marks may not be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1** and **2**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. *how*, *why*, *when*, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercise (i.e. **Exercise 2**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercise 2**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercise 2**, it is advisable for candidates to practise using the framework provided by the gapped statements, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Exercise 3**) and the multiple-choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. *sea/see*, *weak/week*).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to candidates. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. *s/z* as in 'prices' and 'prizes').
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres).

- Candidates should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail) in various formats (e.g. announcements, informal dialogues, formal talks).

General comments

- Candidates were required to use a set number of words for **Exercises 1** and **2**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

Comments on specific questions

Exercise 1

Overall this section was well answered. There were few omissions but responses could not be credited when more than the required words were written. Most marks were lost where candidates selected the distracting detail or the spelling attempts put the intended meaning in doubt.

Question 1

- (a) Majority of the candidates identified the correct response 'playground'. Some weaker candidates usually wrote the distractor 'car park' and lost the mark. Other responses that could not be credited were 'playgrand', 'next Wednesday' and 'lake'.
- (b) The vast majority of the candidates were able to score this mark. The plural 'rulers' was also accepted. Some candidates included 'paper and pencils' with the correct answer which could not be credited. Some other responses that could not be accepted were 'rule', 'rular' and 'roolar'.

Question 2

- (a) This question was very well attempted, and the vast majority of candidates were able to score a mark. The following answers could not be credited: 'occasion', 'vocation' and 'more responsibility'.
- (b) This question was really well attempted but 'passport photo' and 'passport ID' could not be credited. Some candidates lost the mark by writing 'passaport', 'pastport' or 'passboard'.

Question 3

- (a) The expected answer was 'projects' and the vast majority of candidates were able to score a mark. However, the singular 'project' could not be credited. Some candidates went for the distractors 'no uniform' and 'learning outside' and lost the mark. Other incorrect answers were 'twin projects' and 'team projects'.
- (b) This question was exceptionally well answered but some of the weaker candidates wrote 'science'. Some candidates correctly identified 'history' but included the distractor 'science' with their answer. Others wrote 'maths' or 'chemistry' and lost the mark.

Question 4

- (a) This question was fairly well attempted by the vast majority of candidates. However, some candidates wrote 'travel guide', 'Ireland journey' or 'novel' which could not be accepted.
- (b) This question was quite well answered. Many spelling issues lost candidates the mark, e.g. 'Argenten', 'Argintina' and 'Agetina'. A large number of candidates went for the distractor 'Scotland'.

Exercise 2

Question 5

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, wrong singular and plural nouns meant that candidates could not be credited. Some parts of the question were left blank by a few candidates.

- (i) This question was generally well attempted but quite a few candidates lost the mark by writing 'camping' or 'raincoats'. Some spelling attempts that could not be credited were 'fastival', 'vestival' and 'festvial'.
- (ii) On the whole, this question was well attempted by the vast majority of candidates. Some candidates lost the mark by writing 'field of fashon' while some wrote 'fasion' or 'fashin' that could not be credited.
- (iii) This question elicited a variety of answers and there was a mixed level of success. Many candidates gave the correct response 'working overtime'. The responses that could not be accepted were 'overtime', 'saving' and 'eating out'.
- (iv) This question was quite poorly attempted. Some candidates lost the mark by writing the singular 'value'. Other responses that could not be accepted were 'design', 'materials' and 'costs'.
- (v) This was generally well attempted by the majority of candidates who gave the correct answer 'energy' although some candidates left it blank. Quite a few candidates wrote 'carbon dioxide', 'recycle' or 'plastic' which could not be accepted.
- (vi) There was a mixed level of success here. Some candidates lost the mark by writing the singular 'chemical' while some candidates made spelling errors, e.g. 'chemcals' and 'chiminals'. Others went for distractors like 'special tape' and 'zip'.
- (vii) This was quite well attempted, and a large number of candidates gave the correct answer 'bold'. The most popular wrong answer was 'midnight ocean'. Quite a few candidates wrote 'bould', 'bolt' or 'bald' that could not be credited.
- (viii) This was quite poorly attempted. 'Amount' and 'number' were also credited. The distractor 'cost' was selected as much as the expected response. Some spelling attempts that could not be accepted were 'quantate', 'quanty' and 'quantite'.

Exercise 3

Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

Exercise 4

Question 7

Generally, candidates responded very well to this question.

A few candidates failed to clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/32
Listening (Core)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters should be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for, by highlighting the question words, e.g. *how, why, when*, and the key words in the question. In many cases, a short, direct response is most successful. Where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3**, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, no marks can be given.

General comments

- There have been fewer instances where candidate's responses were illegible. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage learners to write by hand as often as possible.
- Where candidates changed their mind and provided an alternative answer, most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out. It was, therefore, very easy to determine which answer the candidate intended as their definite answer.
- The vast majority of candidates adhered to the required word limit set out in the rubric of each exercise. There were only a few instances where candidates wrote in full sentences in **Exercise 1**.
- Evidence of exam techniques being used by candidates (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.) was inconsistent. However, when used, this still needs to be done more effectively, as some candidates tended to underline all words, rather

than selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.

- There has been an increase in instances where candidates provided the targeted idea in addition to the distracting detail, especially, in **Exercise 1**. Such attempts could not be credited. Candidates should be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- Fewer candidates ticked more than one box in **Exercise 4**. However, there are still candidates who use the same letter more than once in **Exercise 3**. Candidates should be encouraged to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions (e.g. use each letter only once).
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'Asian' instead of 'Asia', 'hunt' or 'hunter' instead of 'hunting', and 'lucky' instead of 'luck'). Learners would therefore benefit from practising a wider range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'soft' versus 'softer') as well as phonetic detail (e.g. voiced and unvoiced consonants – 'foot' versus 'food'/'teen' versus 'team' and the sounds of different vowels – 'lunch' versus 'launch'/'luck' versus 'lack').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'dolphins' but seemed to be less familiar with more frequent everyday words, for example, 'restaurant'.
- It is not advisable to enter candidates who are at a much lower level than expected for the Extended tier.

Comments on specific questions

Exercise 1

Questions 1 – 4

Overall, this section was attempted fairly well by most candidates. Most marks were lost where candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

An increase in the number of No Responses in this part of the test was noted.

Question 1

- (a) This question was answered very well. Most candidates provided the expected detail 'restaurant'. Most spelling variants were credited. However, some spelling attempts were deemed ambiguous and could not be given any marks. The plural form 'restaurants' was also disallowed, as this changed the targeted meaning. Weaker candidates sometimes provided the distracting ideas 'gym' and 'pool'. There were a few candidates who provided the distracting detail in addition to the correct response. Such attempts were given zero marks as they did not show understanding for the correct specific detail.
- (b) The expected answer was 'four' and the vast majority of candidates provided just that. Some candidates provided the extra detail 'star(s)' in addition to the number and also gained the mark. However, where the extra detail was misspelt and created a new word (e.g. four starts), these attempts did not gain any marks as the whole phrase put the intended meaning in doubt. Weaker candidates often provided the distracting numbers 'three' and/or 'five'.

Question 2

- (a) This question was attempted fairly well, and a reasonable number of candidates provided the expected detail 'station'. Some candidates added 'train' to their responses and also gained the mark. However, 'in station train', for example, could not be credited as it was deemed ambiguous.

Some candidates also provided the extra detail 'at 10 o'clock' to the targeted idea and these attempts were credited. Extra details which changed the intended meaning, or made the intended meaning ambiguous, lost the mark. Such attempts included 'rest station', 'transport station' and 'public station. The plural 'stations' was also not allowed. Most responses were spelled correctly, but recognisable spelling attempts were given the mark.

- (b) The expected answer was 'lunch' and the vast majority of candidates selected this correct detail. Some candidates chose to provide their responses as part of a longer phrase (e.g. 'eat lunch', 'get lunch' or 'having lunch together'). All these attempts conveyed the same idea as the targeted idea and were credited. The vast majority of responses were spelled correctly. Where responses were misspelled, these attempts either created a new meaning (e.g. launch), or put the intended meaning in doubt and, therefore, could not be credited. The plural form 'lunches' was also disallowed as this altered the meaning of the targeted idea. Weaker candidates provided the distracting detail 'shopping' in error.

Question 3

- (a) There was a reasonable level of success for this question, with about 50 per cent of all candidates giving the correct detail 'dolphins'. The singular form 'dolphin' was also credited. Marks were lost where candidates provided a spelling attempt which put the intended meaning in doubt. Attempts which contained the correct response in addition to one of the distractors (e.g. dolphins and bears) could not be given any marks as they did not show understanding for correct specific detail. Weaker candidates also often provided the distracting details 'elephants' and 'bears' in error.
- (b) A good number of candidates successfully selected the targeted detail 'soundtrack', but the plural form 'soundtracks' was also allowed. 'Music' was another attempt that was credited, as it conveyed a very similar idea to the targeted detail. Another creditable attempt was a response that contained the extra detail 'distracting'. Most spelling attempts were deemed recognisable. Some spelling attempts were not credited as they created a new meaning. Other attempts were deemed too ambiguous (e.g. 'sound of track') and were not given any marks. 'Sounds' on its own was also disallowed. There were also most omissions for this question.

Question 4

- (a) This question was attempted reasonably well. The targeted detail here was 'Monday' but most candidates also provided the extra detail 'next'. Other attempts that were also allowed included 'previous Monday'. Most spelling attempts were considered recognisable and credited. Most marks were lost where candidates provided a distracting detail in error (e.g. 1st of December, first day, a week ago) or included a part of the distraction in addition to the correct detail (e.g. first Monday, December Monday).
- (b) This question was attempted fairly well, with most candidates providing the correct detail 'teenage life'. However, there was an array of other attempts that were mostly creditable as they conveyed the same idea, for example 'teenagers', 'teen lives', 'teens' and 'teenagers' lives'. Other creditable attempts included 'teenager's time' and 'teenage themes'. Most spelling attempts were given the mark but where the attempt put the intended meaning in doubt or where the spelling attempt created a new meaning (e.g. 'teenage love') no marks could be given. Marks were also lost where candidates included one of the distracting details in addition to the correct response (e.g. 'teenage life and landscape'). Weaker candidates occasionally provided the distracting details 'landscape' and 'countryside' in error.

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a very mixed level of success. On average, candidates scored 3 marks. The more successful attempts were for **Questions (a) and (h)**. Candidates were least successful with **Question (g)**. Most No Responses appeared for **Questions (c) and (g)**.

- (a) There was a reasonable level of success here, with about half of all candidates selecting the correct detail 'Asia'. Most responses were spelled correctly. However, there were a few spelling attempts which were deemed ambiguous, and disallowed. A few candidates also included the

wrong extra detail, making the whole response incorrect (e.g. East Asia). Most marks were lost where candidates selected one of the distracting details in error (e.g. North America, Europe). Weaker candidates also provided a type of habitat rather than the continent (e.g. forest) and lost the mark here.

- (b) The targeted detail here, 'fifty-eight', was successfully selected by more than a third of the candidates. However, most candidates chose to provide the detail as a figure i.e. '58', rather than a number, which was also credited. Marks were mostly lost due to the inclusion of the distracting detail '60'. Weaker candidates occasionally provided the distractor in addition to the targeted detail. These attempts did not show understanding for specific detail and could not be credited.
- (c) There was a very low level of success here, with around 20 per cent of the candidates selecting the correct detail 'tube-shaped'. Other attempts that were also allowed included 'tubed-shape' and 'tube-like'. Most candidates lost the mark here as they misheard the targeted detail as 'two-shaped' or 'cube-shaped'. Other attempts that could not be credited included incomplete answers (e.g. shaped) and paraphrases which did not convey the same idea (e.g. not round). Weaker candidates occasionally provided the idea of 'good eyesight' which is already printed in the statement on the Question Paper (i.e. see clearly) and, this attempt, therefore, did not fit the gap and lost the mark.
- (d) This question was attempted reasonably well by one third of all candidates, who gave 'hunting' as their response. 'Hunting food' was also allowed. All creditable attempts were spelled correctly. Most marks were lost due to the inclusion of the distracting details 'swimming' and 'feeding'. Some candidates also misheard the form used in the recording and provided a form that did not fit the gap (e.g. 'hunter' or 'hunt').
- (e) There was a low level of success for this item and only around one third of the candidates correctly selected the targeted number '135'. However, '135°' was also credited. Numbers which contained the wrong detail (e.g. 135 °C) were not given the mark. Weaker candidates often provided the distracting detail '360' in error.
- (f) This question provided a reasonable level of success. The expected answer here was 'softer' – the quality of owls' feathers compared to other birds. For this reason, 'soft' could not be given the mark. However, 'more soft' was considered creditable and gained the mark. Most attempts were spelled correctly, but where the spelling attempt put the intended meaning in doubt, no marks could be given. Other marks were lost due to the inclusion of the distracting detail 'larger'. Weaker candidates often provided random words from the recording (e.g. 'similar' and 'many') and lost the mark.
- (g) There was a low level of success for this question and only a small number of candidates provided the correct response – 'parliament'. There was also a high number of No Responses for this question. Candidates provided a wide range of spelling attempts at the targeted detail and while 'parliament' and 'parliament' were credited, attempts such as 'parment' and 'poliment' could not be accepted. Weaker candidates often provided the distracting detail 'team' or random nouns from the recording (e.g. 'ducks' and 'parrots').
- (h) This was one of the more successfully attempted questions in this part of the test. The expected detail was 'luck'. However, by mishearing the form as 'lucky', candidates lost the mark as this form did not fit the gap. Weaker candidates lost the mark here as they provided a spelling variant which often created a new word (e.g. 'lack' and 'lurk'). Other marks were lost due to the inclusion of the distracting details 'protection' and 'wisdom'.

Exercise 3

More than half of all candidates dealt reasonably well with this part of the test. On average, candidates scored between 2-3. The more successful attempts were for speakers 1, 4 and 5.

Most marks were lost for speakers 2 and 3. Opinion F was sometimes given, in error, as the answer for speakers 2 and 6, as was opinion G for speakers 4 and 6. While the answers for speakers 2 and 4, and speakers 5 and 6, were occasionally transposed.

There were minimal omissions in this part of the test. There were also far fewer instances when candidates used the same letter more than once. In cases like these no marks could be given.

Fewer candidates tried to overwrite their initial answers after changing their mind. In most instances, candidates clearly crossed out their initial attempt and clearly wrote their definitive answer next to it.

Exercise 4

This part of the test was attempted reasonably well, on the whole, with most candidates scoring between 3-4 marks. The more successful attempts were mostly for **Questions (a) and (e)**.

Weaker candidates tended to be less successful with **Questions (b)** – option C was often given in error, **(c)** – option A was the wrongly selected option and in **(d)** – option C tended to be the wrong answer provided here.

There were minimal instances of candidates ticking more than one box for individual questions, or not ticking any boxes for some of the questions in this part of the test.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/33
Listening (Core)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters should be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for, by highlighting the question words, e.g. *how, why, when*, and the key words in the question. In many cases, a short, direct response is most successful. Where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3**, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, no marks can be given.

General comments

- The vast majority of candidates adhered to the required word limit set out in the rubric of each exercise. There were only a few instances where candidates wrote in full sentences in **Exercise 1**.
- Legibility of some responses remains a weaker area. A substantial number of candidates tend to overwrite their initial answers or correct their responses by overwriting half-erased attempts. Both of these instances create a great degree of illegibility. In some cases, it was extremely difficult to determine what the final response was. Some candidates also still put brackets around answers they want Examiners to disregard, instead of clearly crossing them out.
- Fewer candidates ticked more than one box in **Exercise 4**. However, there are still a small number of candidates who use the same letter more than once in **Exercise 3**. Candidates should be encouraged

to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions (e.g. use each letter only once).

- Evidence of exam techniques being used by candidates (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words in **Exercise 1** etc.) was inconsistent.
- There has been an increase in instances where candidates provided the targeted idea in addition to the distracting detail, or a combination of the two. This was especially evident in **Exercise 1**. Such attempts could not be credited. Candidates should be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'stretches' instead of 'stretching'). Learners would therefore benefit from practising a wider range of listening skills, including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'bad habit' versus 'bad habits'/'ankles' versus 'ankle', etc.) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'foot' versus 'food' and the sounds of different vowels – 'cup' versus 'cop' or 'cap'/'ankles' versus 'uncles').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'flexibility' and 'determination' but seemed to be less familiar with more frequent everyday words, for example, 'leisure centre' and 'ankles'.

Comments on specific questions

Exercise 1

Questions 1 – 4

Overall, this section was attempted reasonably well by most candidates. Most marks were lost where candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

An increase in the number of No Responses in this part of the test was noted. The highest number of No Responses appeared in **Questions 2(b)** and **4(b)**.

Question 1

- (a) This question was answered reasonably well. Around half of all candidates provided the expected detail 'ice-skating', but 'ice-skate' was also allowed as it conveyed the targeted idea correctly. Most spelling variants were credited. However, some spelling attempts were deemed ambiguous and could not be given any marks. Weaker candidates tended to mix the distracting detail and the correct answer – 'snow skating', or provide the distracting detail 'cross country skiing'. 'Skating' on its own did not convey the necessary detail and was, therefore, deemed incomplete and did not gain any marks. Some candidates provided their responses with an extra detail (e.g. 'fancy ice-skating') and such attempts were also credited. However, where candidates provided the wrong extra detail (e.g. 'ice-skating lesson'), no marks could be given.
- (b) The expected answer was 'pasta' and many candidates provided just that. Most responses were spelled correctly, but spelling attempts, such as 'paster dish' or 'pasto' made the response ambiguous and did not gain any marks. This was also the case for spelling attempts which created new meanings (e.g. pastor's dish). Some candidates provided the extra detail 'dish' in addition to the expected detail and also gained the mark. However, where the extra detail was misspelt and created a new word (e.g. 'pasta fish'), these attempts did not gain any marks as the whole phrase put the intended meaning in doubt. Weaker candidates sometimes mixed up the distracting detail with the correct responses (e.g. 'vegetable pasta') or provided the distracting information 'vegetables' in error and lost the mark.

Question 2

- (a) This question provided an extremely low level of success. The expected detail was 'cottage', but 'countryside cottage' was also allowed. Most spelling attempts were deemed recognisable and gained the marks. However, there were a few spelling variants which put the intended meaning in doubt and such attempts could not be credited. Weaker candidates often provided the distracting details 'campsite' and 'motor home' in error.
- (b) The expected answer was 'reserve' and only a small fraction of all candidates selected this detail. Stronger candidates often provided the extra detail 'nature' as part of the response. 'Natural reserve' was also credited. Responses which did not convey the same idea (e.g. 'nature resort' or 'nature zone'), responses which were deemed ambiguous or incomplete responses (e.g. nature) did not gain any marks. The plural form 'reserves' was also disallowed, as it changed the targeted meaning and would cause some degree of confusion. Weaker candidates, once again, often mixed up the correct response with a distracting detail (e.g. 'nature park') or provided the distracting detail 'water park' in error. This question also provided quite a few No Responses.

Question 3

- (a) There was a good level of success for this question, with many candidates giving the correct detail 'competition'. Most of the creditable responses also included the extra detail 'cooking'. Other creditable attempts included 'cooking contest' and 'cooking competition'. 'Cooking' and 'cooking' on its own did not gain any marks, as they did not convey the necessary idea of competing. Most spelling attempts were creditable as they did not put the intended meaning in doubt, but some were deemed ambiguous and, therefore, not creditable. Some spelling attempts created a new meaning (e.g. 'cooking composition') and also lost the mark. The plural form 'competitions' also could not gain any marks as this form would cause a certain degree of confusion. Weaker candidates also often provided the distracting detail 'concert' in error.
- (b) A reasonable number of candidates successfully selected the targeted detail 'sunset' but attempts such as 'at the sunset hour' or 'when sun sets' were also credited. Because of the phrase 'sun sets', the plural form was also allowed, as it was sometimes difficult to decipher whether candidates meant to say 'sunsets' (i.e. plural noun form) or 'sun sets' (i.e. subject and verb). Spelling attempts which put the intended meaning in doubt did not gain any marks and neither did responses which included the distracting detail 'sunrise'.

Question 4

- (a) This question produced a low level of success. The targeted detail here was 'on foot' but other attempts, such as 'walking', 'on feet' and 'foot' were also credited as they conveyed the correct idea. Weaker candidates sometimes misheard the targeted detail as 'food' and lost the mark. Marks were also lost due to the inclusion of the distracting details 'train' and 'car'.
- (b) This was another question that produced a very low level of success. The targeted detail was 'tides', but the singular form 'tide' was also credited as it conveyed the correct idea of the type of information that the local guide provided. Most marks were lost where candidates misheard the targeted detail as 'local times' or 'local ties'. Other marks were lost where candidates provided spelling attempts which were too ambiguous or created a new meaning (e.g. 'local tights'). Most creditable attempts also included the extra detail 'local', but 'knows of local tides' was also allowed. Weaker candidates tended to select the distracting detail 'ancient ruins' in error or wrongly interpreted the targeted idea as 'beach'. This question also produced most No responses in the entire test.

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a reasonable level of success. On average, candidates scored around 4 marks. The most successful attempts were for **Questions (a) and (f)**. Candidates were least successful with **Question (b)**. Most No Responses appeared in **Questions (d) and (g)**.

- (a) There was a relatively high level of success here, with the vast majority of candidates selecting the correct detail 'tennis'. Almost all responses were spelled correctly, but 'tenis' was also credited. Where marks were lost, this was mainly due to the inclusion of the distracting details 'football' and 'badminton'.
- (b) There was an extremely low level of success for this question with only a very small number of candidates selecting the targeted idea 'leisure centre'. However, 'sport(s) centre' was also credited. Most candidates misheard the targeted detail as 'legit centre' or 'learning centre' and lost the mark. 'Centre' on its own also could not be given any marks as it lacks the necessary detail.
- (c) There was a reasonable level of success here, with around 50 per cent of the candidates selecting the correct detail 'stretching'. Most spelling attempts were deemed recognisable and, therefore, creditable. Some spelling variants were deemed ambiguous and, therefore, failed to secure a mark. Weaker candidates occasionally misheard the targeted detail as 'stretches' and also lost the mark.
- (d) This question was reasonably attempted by around a third of all candidates, who gave 'bad habits' as their response. Spelling attempts which did not put the intended meaning in doubt were also credited. However, spelling variants which were not recognisable could not be given any marks. Weaker candidates misheard the plural form and provided the singular form 'bad habit' only. This attempt was not credited as it did not fit the gap. This was also the case for responses where candidates lifted a longer phrase from the recording and included a detail which is already included in the statement on the Question Paper. One such attempt was 'picking up bad habits'. This attempt could not be credited as it did not show understanding for specific detail and did not fit the gap. This question also produced most No Responses for this part of the test.
- (e) Only around 40 per cent of all candidates coped well with this item and correctly selected the targeted detail 'ankles'. The spelling variants 'ancles' and 'ankles' were also credited as they were deemed unambiguous and recognisable. However, spelling attempts which put the intended meaning in doubt, or created another word (e.g. 'uncles') were disallowed. Marks were also lost where weaker candidates misheard the form used in the recording and provided the singular form 'ankle', as this form does not fit the gap.
- (f) This question provided a reasonably high level of success. The expected answer here was 'flexibility' and the vast majority of candidates provided just that. Most spelling attempts were also credited as they did not put the intended meaning in doubt. Weaker candidates sometimes provided the distracting detail 'fitness' in error and lost the mark.
- (g) Around half of all candidates provided the correct response – 'determination', but at the same time this question also provided a fair number of No Responses. The vast majority of responses were either spelled correctly or the spelling variants given were deemed unambiguous. Weaker candidates occasionally gave the answer 'flexibility', which is targeted in the previous question, in error.
- (h) This question was attempted reasonably well with many candidates providing the correct name for the beginners' competition – 'Challenge Cup'. Most marks were lost where candidates provided incomplete answers, mostly 'Challenge', or spelling variants which created a new meaning. Such attempts included 'Challenge Cap', 'Challenge Cop' or 'Challenge Club'.

Exercise 3

Most candidates dealt reasonably well with this part of the test, scoring between 2 – 4 marks on average. The more successful attempts were for speakers 3, 4 and 5.

Most marks were lost for speakers 1 and 2. Opinion C was sometimes given, in error, as the answer for speaker 2, as was opinion D for speaker 5. While the answers for speakers 1 and 3, and speakers 1 and 6, were occasionally transposed.

There were minimal omissions in this part of the test. Fewer candidates used the same letter more than once. In cases like these, no marks could be given.

There were quite a few instances where candidates had overwritten their initial answers after changing their mind rather than clearly crossing these responses out. This sometimes resulted in illegible responses. In cases where a response cannot be deciphered, no marks can be given.

Exercise 4

This part of the test was attempted reasonably well, on the whole, with around half of all candidates scoring 6 marks. The more successful attempts were mostly for **Questions (c) and (g)**.

Weaker candidates tended to be less successful with **Questions (b)** – option C was often given in error, and **(f)** – option B tended to be the wrong answer provided here.

There were minimal instances where candidates ticked more than one box for individual questions, or where they did not tick any boxes for some of the questions in this part of the test. **Question (a)** produced most No responses.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/41
Listening (Extended)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where responses are illegible, marks may not be awarded.
- Candidates should be encouraged to read the rubric carefully for each question on the paper. This is particularly important where a word limit must be adhered to. This applies to **Exercises 1, 2 and 5**.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- In **Exercise 1**, candidates should establish what a question is asking for, by highlighting the question words, e.g. *how, why, when*, and the key words in the question. In most cases, short, direct responses are most successful. Responses must also stay within the word limits as stated in the main rubric for each applicable section.
- In the gap-filling exercises (i.e. **Exercises 2 and 5**), candidates should be encouraged to predict the answers in the gaps. At the end of each section, candidates should also check their responses carefully to make sure they fit grammatically and are within the word limit.
- In **Exercises 2 and 5**, candidates should be reminded not to include words that are printed in the statements on the question paper before or after each gap as part of their answer.
- In **Exercises 2 and 5**, it is advisable for candidates to practise using the framework provided by the gapped statements, to guide themselves through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate gap.
- In the matching speakers question (**Exercise 3**) and the multiple-choice questions (**Exercise 4**), candidates should be encouraged to make it absolutely clear which answer they wish to be taken as their final selection by Examiners.
- In **Exercise 3**, candidates need to be reminded to use each letter only once.
- Candidates' awareness should be raised of the importance of using the correct singular/plural form of nouns and prepositions as these can alter the key meaning.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. *sea/see, weak/week*).
- More pronunciation awareness activities, particularly of connected speech (e.g. assimilation of sounds, omission of sounds), would be beneficial to learners. Candidates should also be made aware of the importance of transcribing voiced and unvoiced consonants accurately as these may change meaning (e.g. *s/z* as in 'prices' and 'prizes').
- Some questions involve transcribing numbers and these should therefore be practised. For example, it is useful to help candidates to distinguish between the pronunciation of eighty and eighteen. Candidates would benefit from more practice in writing larger numbers correctly and the standard form of abbreviations of common units (e.g. 'min' for minutes, 'km' for kilometres).

- Candidates should practise a range of listening skills (e.g. listening for gist, listening for specific information, listening for grammatical/lexical detail) in various formats (e.g. announcements, informal dialogues, formal talks).

General comments

- Candidates were required to use a set number of words for **Exercises 1, 2 and 5**. A large number of candidates, although with correct responses, could not be credited as they exceeded the required number of words.
- Successful responses were those which provided short, clear answers and which adhered to the word limit required.
- Candidates should be reminded that the answer will be heard; they must not make up an answer.
- Candidates should be reminded that no two questions will have the same answer.

Comments on specific questions

Exercise 1

Overall, this section was well answered. There were few omissions, but responses could not be credited when more than the required words were written. Most marks were lost where candidates selected the distracting detail, or the spelling attempts put the intended meaning in doubt.

Question 1

- (a) Majority of the candidates identified the correct response 'playground'. Some weaker candidates usually wrote the distractor 'car park' and lost the mark. Other responses that could not be credited were 'playgrand', 'next Wednesday' and 'lake'.
- (b) The vast majority of the candidates were able to score this mark. The plural 'rulers' was also accepted. Some candidates included 'paper and pencils' with the correct answer which could not be credited. Some other responses that could not be accepted were 'rule', 'rular' and 'roolar'.

Question 2

- (a) This question was very well attempted, and the vast majority of candidates were able to score a mark. The following answers could not be credited: 'occasion', 'vocation' and 'more responsibility'.
- (b) This question was really well attempted but 'passport photo' and 'passport ID' could not be credited. Some candidates lost the mark by writing 'passaport', 'pastport' or 'passboard'.

Question 3

- (a) The expected answer was 'projects' and the vast majority of candidates were able to score a mark. However, the singular 'project' could not be credited. Some candidates went for the distractors 'no uniform' and 'learning outside' and lost the mark. Other incorrect answers were 'twin projects' and 'team projects'.
- (b) This question was exceptionally well answered but some of the weaker candidates wrote 'science'. Some candidates correctly identified 'history' but included the distractor 'science' with their answer. Others wrote 'maths' or 'chemistry' and lost the mark.

Question 4

- (a) This question was fairly well attempted by the vast majority of candidates. However, some candidates wrote 'travel guide', 'Ireland journey' or 'novel' which could not be accepted.
- (b) This question was quite well answered. Many spelling issues lost candidates the mark, e.g. 'Argenten', 'Argintina' and 'Agetina'. A large number of candidates went for the distractor 'Scotland'.

Exercise 2

Question 5

Large parts of this question were answered well by a lot of candidates. Responses containing repetition of words, either preceding or following the gap, were not credited as they lead to an incorrect grammatical fit. In some cases, wrong singular and plural nouns meant that candidates could not be credited. Some parts of the question were left blank by a few candidates.

- (i) This question was generally well attempted but quite a few candidates lost the mark by writing 'camping' or 'raincoats'. Some spelling attempts that could not be credited were 'festival', 'vestival' and 'festvial'.
- (ii) On the whole, this question was well attempted by the vast majority of candidates. Some candidates lost the mark by writing 'field of fashion' while some wrote 'fasion' or 'fashin' that could not be credited.
- (iii) This question elicited a variety of answers and there was a mixed level of success. Many candidates gave the correct response 'working overtime'. The responses that could not be accepted were 'overtime', 'saving' and 'eating out'.
- (iv) This question was quite poorly attempted. Some candidates lost the mark by writing the singular 'value'. Other responses that could not be accepted were 'design', 'materials' and 'costs'.
- (v) This was generally well attempted by the majority of candidates who gave the correct answer 'energy' although some candidates left it blank. Quite a few candidates wrote 'carbon dioxide', 'recycle' or 'plastic' which could not be accepted.
- (vi) There was a mixed level of success here. Some candidates lost the mark by writing the singular 'chemical' while some candidates had spelling issues, e.g. 'chemcals' and 'chiminals'. Others went for distractors like 'special tape' and 'zip'.
- (vii) This was quite well attempted, and a large number of candidates gave the correct answer 'bold'. The most popular wrong answer was 'midnight ocean'. Quite a few candidates wrote 'bould', 'bolt' or 'bald' that could not be credited.
- (viii) This was quite poorly attempted. 'Amount' and 'number' were also credited. The distractor 'cost' was selected as much as the expected response. Some spelling attempts that could not be accepted were 'quantate', 'quanty' and 'quantite'.

Exercise 3

Question 6

Most candidates demonstrated a clear understanding of the task and obtained full marks.

A few candidates used the same letter more than once. In this case, no marks were awarded even if one of those letters was the correct response in the intended box. Candidates need to ensure that they cross out inaccurate responses clearly to avoid the duplication of letters for each response.

Exercise 4

Question 7

Generally, candidates responded very well to this question.

A few candidates failed to clarify their final response, thus giving two answers. It should be noted that if a candidate changes their mind about their original intended response, they should clearly cross out their first answer. There should be absolutely no ambiguity regarding which answer is intended as the candidate's definitive response.

Exercise 5

Question 8

There was a mixed response to this question. Some responses provided were not always a grammatical fit and incorrect singular and plural nouns meant that some candidates could not be credited. There were a few questions that were not attempted by some candidates.

- (a) (i) This was fairly well attempted by the candidates. In many cases, the mark was lost because 'bare' was spelt as 'bear'. Quite a few candidates went for the distractors 'large body' and 'sharp beak'.
- (ii) This was generally well answered by most candidates. Spelling attempts which could not be credited were 'clives', 'clefs' and 'clifts'. Other incorrect responses were the distractors 'forests' and 'mountain ranges'.
- (iii) This question was extremely well attempted by the vast majority of candidates. Some candidates wrote 'acids' or 'dead animals' and lost the mark while some candidates made spelling errors and wrote 'boons' or 'bowns'.
- (iv) There was a mixed level of success here and many candidates struggled with this question. All sorts of answers appeared here, e.g. 'shortage' and 'demand'. Some spelling attempts that could not be credited were 'competion' and 'competatiun'.
- (v) This was quite well attempted. 'Cleaners' was also accepted. Many candidates lost the mark by giving the singular form. Some wrote 'rubbish' or 'collectors' on their own and lost the mark. Some candidates had problems with spelling 'rubbish' and wrote 'rabbish' or 'robbish'.
- (b) (i) This was generally well attempted with many candidates giving the correct response 'attitude'. The following spelling attempts could not be credited: 'additude', 'atiude' and 'actitude'.
- (ii) This was fairly well answered although some candidates lost the mark by giving the singular form 'conflict'. Some incorrect responses were 'confidence' and 'attacks'. Some spelling attempts that could not be credited were 'conflix' and 'confilts'.
- (iii) There was a mixed level of success here. There were a lot of alternative answers given, e.g. 'plastic bottles', 'bulbs' and 'plastic walls'. A large number of candidates went for the distractors. Other responses that could not be accepted were 'paralines' and 'paranels'.
- (iv) This question proved to be difficult for many candidates and some candidates left it blank. The distractor 'symbol' was often written. Other responses that could not be credited were 'shades', 'passing' and 'shallow'.
- (v) This was the best attempted question in this part of the test. Majority of the candidates gave the correct response 'human development'. Many candidates wrote 'poison' or 'lack of habitat' and lost the mark. Some misspelt the word 'human'.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/42
Listening (Extended)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters should be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for, by highlighting the question words, e.g. *how, why, when*, and the key words in the question. In many cases, a short, direct response is most successful. Where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercise 2**, candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercise 2** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3**, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, no marks can be given

General comments

- There have been fewer instances where candidate's responses were illegible. However, in some cases it was not always possible to determine whether a candidate included the final 's' to indicate the plural form. It is beneficial to encourage learners to write by hand as often as possible.
- Where candidates changed their mind and provided an alternative answer, most of these alternative answers were clearly written next to their original choice and the initial answer clearly crossed out. It was, therefore, very easy to determine which answer the candidate intended as their definite answer.
- The vast majority of candidates adhered to the required word limit set out in the rubric of each exercise. There were only a few instances where candidates wrote in full sentences in **Exercise 1**.
- Evidence of exam techniques being used by candidates (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words on questions, etc.) was inconsistent. However, when used,

this still needs to be done more effectively, as some candidates tended to underline all words, rather than selecting the key words in each question. In some cases, candidates correctly predicted the answer to be a number, for example, but then provided a completely different detail.

- There has been an increase in instances where candidates provided the targeted idea in addition to the distracting detail, especially, in **Exercise 1**. Such attempts could not be credited. Candidates should be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- Fewer candidates ticked more than one box in **Exercise 4**. However, there are still candidates who use the same letter more than once in **Exercise 3**. Candidates should be encouraged to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions (e.g. use each letter only once).
- Overall, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercise 2** (e.g. 'Asian' instead of 'Asia', 'hunt' or 'hunter' instead of 'hunting', and 'lucky' instead of 'luck'). Learners would therefore benefit from practising a wider range of listening skills including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'soft' versus 'softer') as well as phonetic detail (e.g. voiced and unvoiced consonants – 'foot' versus 'food'/'teen' versus 'team' and the sounds of different vowels – 'lunch' versus 'launch'/'luck' versus 'lack').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'dolphins' but seemed to be less familiar with more frequent everyday words, for example, 'restaurant'.
- It is not advisable to enter candidates who are at a much lower level than expected for the Extended tier.

Comments on specific questions

Exercise 1

Questions 1 – 4

Overall, this section was attempted fairly well by most candidates. Most marks were lost where candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

An increase in the number of No Responses in this part of the test was noted.

Question 1

- (a) This question was answered very well. Most candidates provided the expected detail 'restaurant'. Most spelling variants were credited. However, some spelling attempts were deemed ambiguous and could not be given any marks. The plural form 'restaurants' was also disallowed, as this changed the targeted meaning. Weaker candidates sometimes provided the distracting ideas 'gym' and 'pool'. There were a few candidates who provided the distracting detail in addition to the correct response. Such attempts were given zero marks as they did not show understanding for the correct specific detail.
- (b) The expected answer was 'four' and the vast majority of candidates provided just that. Some candidates provided the extra detail 'star(s)' in addition to the number and also gained the mark. However, where the extra detail was misspelt and created a new word (e.g. four starts), these attempts did not gain any marks as the whole phrase put the intended meaning in doubt. Weaker candidates often provided the distracting numbers 'three' and/or 'five'.

Question 2

- (a) This question was attempted fairly well, and a reasonable number of candidates provided the expected detail 'station'. Some candidates added 'train' to their responses and also gained the mark. However, 'in station train', for example, could not be credited as it was deemed ambiguous.

Some candidates also provided the extra detail 'at 10 o'clock' to the targeted idea and these attempts were credited. Extra details which changed the intended meaning, or made the intended meaning ambiguous, lost the mark. Such attempts included 'rest station', 'transport station' and 'public station'. The plural 'stations' was also not allowed. Most responses were spelled correctly, but recognisable spelling attempts were given the mark.

- (b) The expected answer was 'lunch' and the vast majority of candidates selected this correct detail. Some candidates chose to provide their responses as part of a longer phrase (e.g. 'eat lunch', 'get lunch' or 'having lunch together'). All these attempts conveyed the same idea as the targeted idea and were credited. The vast majority of responses were spelled correctly. Where responses were misspelled, these attempts either created a new meaning (e.g. launch), or put the intended meaning in doubt and, therefore, could not be credited. The plural form 'lunches' was also disallowed as this altered the meaning of the targeted idea. Weaker candidates provided the distracting detail 'shopping' in error.

Question 3

- (a) There was a reasonable level of success for this question, with about 50 per cent of all candidates giving the correct detail 'dolphins'. The singular form 'dolphin' was also credited. Marks were lost where candidates provided a spelling attempt which put the intended meaning in doubt. Attempts which contained the correct response in addition to one of the distractors (e.g. dolphins and bears) could not be given any marks as they did not show understanding for correct specific detail. Weaker candidates also often provided the distracting details 'elephants' and 'bears' in error.

- (b) A good number of candidates successfully selected the targeted detail 'soundtrack', but the plural form 'soundtracks' was also allowed. 'Music' was another attempt that was credited, as it conveyed a very similar idea to the targeted detail. Another creditable attempt was a response that contained the extra detail 'distracting'. Most spelling attempts were deemed recognisable. Some spelling attempts were not credited as they created a new meaning. Other attempts were deemed too ambiguous (e.g. 'sound of track') and were not given any marks. 'Sounds' on its own was also disallowed. There were also most omissions for this question

Question 4

- (a) This question was attempted reasonably well. The targeted detail here was 'Monday' but most candidates also provided the extra detail 'next'. Other attempts that were also allowed included 'previous Monday'. Most spelling attempts were considered recognisable and credited. Most marks were lost where candidates provided a distracting detail in error (e.g. 1st of December, first day, a week ago) or included a part of the distraction in addition to the correct detail (e.g. first Monday, December Monday).

- (b) This question was attempted fairly well, with most candidates providing the correct detail 'teenage life'. However, there was an array of other attempts that were mostly creditable as they conveyed the same idea, for example 'teenagers', 'teen lives', 'teens' and 'teenagers' lives'. Other creditable attempts included 'teenager's time' and 'teenage themes'. Most spelling attempts were given the mark but where the attempt put the intended meaning in doubt or where the spelling attempt created a new meaning (e.g. 'teenage love') no marks could be given. Marks were also lost where candidates included one of the distracting details in addition to the correct response (e.g. 'teenage life and landscape'). Weaker candidates occasionally provided the distracting details 'landscape' and 'countryside' in error.

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a reasonable level of success. On average, candidates scored between 4 – 5 marks. The most successful attempts were for **Questions (e) and (h)**. Candidates were least successful with **Question (g)**. Most No Responses appeared for **Questions (c), (f) and (g)**.

- (a) There was a fair level of success here, with most candidates selecting the correct detail 'Asia'. The vast majority of responses were spelled correctly. However, there were a few spelling attempts which were deemed ambiguous, and disallowed. A few candidates also included the wrong extra detail, making the whole response incorrect (e.g. East Asia). Most marks were lost where candidates selected one of the distracting details in error (e.g. North America, Europe). Weaker candidates also provided a type of habitat rather than the continent (e.g. forest) and lost the mark here.
- (b) The targeted detail here, 'fifty-eight', was successfully selected by more than half of the candidates. However, most candidates chose to provide the detail as a figure i.e. '58', rather than a number, which was also credited. Marks were mostly lost due to the inclusion of the distracting detail '60'. Weaker candidates occasionally provided the distractor in addition to the targeted detail. These attempts did not show understanding for specific detail and could not be credited.
- (c) There was a low level of success here, with less than 50 per cent of the candidates selecting the correct detail 'tube-shaped'. Other attempts that were also allowed included 'tubed-shape' and 'tube-like'. Most candidates lost the mark here as they misheard the targeted detail as 'two-shaped' or 'cube-shaped'. Other attempts that could not be credited included incomplete answers (e.g. shaped) and paraphrases which did not convey the same idea (e.g. not round). Weaker candidates occasionally provided the idea of 'good eyesight' which is already printed in the statement on the Question Paper (i.e. see clearly) and, this attempt, therefore, did not fit the gap and lost the mark.
- (d) This question was reasonably attempted by most candidates, who gave 'hunting' as their response. 'Hunting food' was also allowed. All creditable attempts were spelled correctly. Most marks were lost due to the inclusion of the distracting details 'swimming' and 'feeding'. Some candidates also misheard the form used in the recording and provided a form that did not fit the gap (e.g. 'hunter' or 'hunt').
- (e) Candidates coped fairly well with this item and correctly selected the targeted number '135'. However, '135°' was also credited. Numbers which contained the wrong detail (e.g. 135°C) were not given the mark. Weaker candidates often provided the distracting detail '360' in error.
- (f) This question provided a fairly high level of success. The expected answer here was 'softer' – the quality of owls' feathers compared to other birds. For this reason, 'soft' could not be given the mark. However, 'more soft' was considered creditable and gained the mark. Most attempts were spelled correctly, but where the spelling attempt put the intended meaning in doubt no marks could be given. Other marks were lost due to the inclusion of the distracting detail 'larger'. Weaker candidates often provided random words from the recording (e.g. 'similar' and 'many') and lost the mark.
- (g) There was a low level of success for this question and only a small number of candidates provided the correct response – 'parliament'. There was also a high number of No Responses for this question. Candidates provided a wide range of spelling attempts at the targeted detail and while 'parliament' and 'parliament' were credited, attempts such as 'parment' and 'poliment' could not be accepted. Weaker candidates often provided the distracting detail 'team' or random nouns from the recording (e.g. 'ducks' and 'parrots').
- (h) This was the most successfully attempted question in this part of the test. The expected detail was 'luck' and the vast majority of candidates provided just that. However, by mishearing the form as 'lucky', candidates lost the mark as this form did not fit the gap. Weaker candidates lost the mark here as they provided a spelling variant which often created a new word (e.g. 'lack' and 'lurk'). Other marks were lost due to the inclusion of the distracting details 'protection' and 'wisdom'.

Exercise 3

Most candidates dealt fairly well with this part of the test, scoring 5 marks on average. The more successful attempts were for speakers 1, 4 and 5.

Most marks were lost for speakers 2 and 3. Opinion F was sometimes given, in error, as the answer for speakers 2 and 6, as was opinion G for speakers 4 and 6. While the answers for speakers 2 and 4, and speakers 5 and 6, were occasionally transposed.

There were minimal omissions in this part of the test. There were also far fewer instances when candidates used the same letter more than once. In cases like these no marks could be given.

Fewer candidates tried to overwrite their initial answers after changing their mind. In most instances, candidates clearly crossed out their initial attempt and clearly wrote their definitive answer next to it.

Exercise 4

This part of the test was attempted fairly well, on the whole, with most candidates scoring 6 marks. The more successful attempts were mostly for **Questions (a) and (g)**.

Weaker candidates tended to be less successful with **Questions (c)** – option A was often given in error, and **(e)** – option B tended to be the wrong answer provided here.

There were minimal instances of candidates ticking more than one box for individual questions, or not ticking any boxes for some of the questions in this part of the test.

Exercise 5

Part A

There was a mixed level of success for this exercise, with most candidates scoring between 2 and 3 marks. Candidates performed better in **Questions (a) and (e)**. There was a particularly low level of success in **Question (d)**. The majority of marks were lost due to the inclusion of distracting information instead of the correct detail and by providing ambiguous spelling attempts. Most No Responses in this part of the test appeared for **Questions (c) and (e)**.

Question 8A

- (a) Candidates coped fairly well with this question and most provided the expected detail 'lasers', but the spelling attempt 'lazers' was also allowed as it was deemed unambiguous. Other spelling attempts, which put the intended meaning in doubt, could not be credited. The singular form 'laser' also did not score any marks. Weaker candidates often provided the distracting detail 'photographs' in error.
- (b) Only one third of all candidates were successful in answering this question and providing the necessary detail – 'shelves'. However, 'shelfs' was also credited and so were other spelling variants that were considered recognisable. Marks were lost due to the inclusion of distracting details 'berg' and 'sheets'. Weaker candidates also misheard the targeted plural form as 'shelf' and gained zero marks.
- (c) This question was attempted reasonably well by most candidates. The expected answer here was 'one third', but 'a third' and '1/3' were also allowed. Most marks were lost due to the inclusion of the distracting details '14 millimetres' and 'two thirds', or a combination of the correct detail and one of the distractors – '1/3 of 14 mm' and 'one thirds'.
- (d) This question produced a very low level of success with only a small fraction of candidates providing the targeted detail '80 million', but '80 millions' and '80 m' were also credited. Most spelling attempts were allowed as they were deemed unambiguous. Incomplete answers (e.g. 80) did not gain any marks. The vast majority of candidates selected the distracting detail '47 million' in error and lost the mark.
- (e) This question was attempted fairly well by most candidates. The expected detail was 'middle', but alternative responses (e.g. 'centre' and 'mid-land') also gained marks. Most spelling attempts did

not put the intended meaning in doubt and were credited. Attempts that were too general (e.g. 'land' and 'continent') also failed to secure any marks. Weaker candidates sometimes selected the distracting detail 'west'.

Part B

Part B elicited a rather low level of success. Candidates were more successful with **Question (b)**, while **Questions (a)** and **(e)** produced the lowest scores. Most candidates only scored 2 marks on average. The most common reason for the loss of marks was the inclusion of distracting details. This part of the test also produced most No Responses, especially for **Questions (a)** and **(c)**.

Question 8B

- (a) There was a very low level of success for this question. The expected detail was 'flights', but most candidates selected the distracting details 'tourists', 'deliveries' or 'supplies'. However, other attempts which were also credited included '(air)planes', 'aircraft(s)' and 'arranged flights'. Some candidates provided the wrong extra information which changed the targeted meaning (e.g. 'many flights', 'no flights') and lost the mark. A few candidates combined the correct detail with one of the distractors (e.g. tourist flights) and such attempts also did not gain any marks. No marks could be given when candidates misheard the plural form as 'flight', as this form does not fit the gap. Some candidates also provided spelling variants which created a new meaning (e.g. fights) and, therefore, did not gain any marks.
- (b) Most candidates attempted this question reasonably well. The targeted idea was 'artwork', but 'art' and 'artworks' were also allowed. Most responses were spelled correctly. However, spelling variants which created a new meaning or put the intended meaning in doubt could not be given any marks. Responses that were too general, such as 'display', also scored zero marks. Weaker candidates often provided distracting details such as 'flags', random nouns from the recording (e.g. 'entrance') or words which are already paraphrased in the statement on the Question Paper (e.g. exterior) in error and lost the mark.
- (c) Candidates achieved a relatively low level of success when attempting this question. Less than half of the candidates selected the expected detail 'polar bears'. This question also produced a wide range of spelling attempts and while most were creditable, there were a few which were deemed too ambiguous and disallowed. The singular form 'polar bear' was also disallowed. Weaker candidates tended to provide the distracting detail 'armed guards', or a detail which is already paraphrased on the Question Paper (e.g. 'metal doors' or 'locks'). All of these attempts did not gain any marks.
- (d) This question was attempted reasonably, well with around 50 per cent of all candidates providing the necessary detail 'X-rays', but 'X-ray machines' was also given the mark. Weaker candidates sometimes provided spelling attempts which created a new meaning, or the distracting detail 'physical checks'. Attempts like these did not gain any marks.
- (e) This was another question that provided a low level of success, with only a third of all candidates selecting the targeted detail 'tunnel'. Most candidates selected the reason for flooding rather than the consequence, for example 'rain', 'snow' or 'frozen ground', and lost the mark. Responses that were too general and did not convey the necessary detail also scored zero marks. These included 'huge part' and 'path'. While most spelling attempts were deemed recognisable, and therefore creditable, there were a few that put the intended meaning in doubt and lost the mark.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/43
Listening (Extended)

Key messages

- Candidates should be reminded to provide clear and legible responses. The formation of individual letters should be clear. Also, candidates should use a pen, not a pencil, and simply cross out responses which need to be altered. Candidates should not write over, or try to erase, their initial answers. Attempts which cannot be read may not be awarded.
- Candidates should be reminded to write their answers in the spaces provided on the question paper.
- Learners' awareness should be raised of the importance of using the correct singular/plural form of nouns as these can alter the key meaning.
- When providing spelling attempts, the intended meaning of the attempted word should **not** be in doubt. Spelling attempts that create a homophone are not accepted (e.g. four/for).
- Candidates should be encouraged to read and listen to the rubric for each part of the paper very carefully to ensure they meet the exact requirements of each particular exercise.
- In **Exercise 1, Questions 1 to 4**, candidates should try to establish what a question is asking for, by highlighting the question words, e.g. *how, why, when*, and the key words in the question. In many cases, a short, direct response is most successful. Where candidates decide to supply additional information, in addition to the expected key answer, and the extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- In the gap-filling **Exercises 2, 5A and 5B** candidates should be encouraged to try and predict the answers in the gaps (e.g. a number, a name, etc.). Candidates should not only listen for the correct meaning of the targeted detail, but also for the correct form used in the recording. At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question paper.
- In **Exercises 2, 5A and 5B** candidates should also be reminded **not** to include words, or ideas, which are already printed on the question paper before or after each gap, as part of their answer.
- In the multiple-matching **Exercise 3** and the multiple-choice **Exercise 4** candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. If there is any uncertainty about which option is intended as the candidate's definitive choice, such attempts may not be credited.
- It is also important to emphasise that if two boxes are filled in with the same letter in **Exercise 3**, even if one of the responses given is correct, it cannot be credited. Similarly, for each item in **Exercise 4**, if two boxes are ticked rather than one, no marks can be given.

General comments

The vast majority of candidates adhered to the required word limit set out in the rubric of each exercise.

There were only a few instances where candidates wrote in full sentences in **Exercise 1**.

- Legibility of some responses remains a weaker area. A substantial number of candidates tend to overwrite their initial answers or correct their responses by overwriting half-erased attempts. Both of these instances create a great degree of illegibility. In some cases, it was extremely difficult to determine what the final response was. Some candidates also still put brackets around answers they want Examiners to disregard, instead of clearly crossing them out.
- Fewer candidates ticked more than one box in **Exercise 4**. However, there are still a small number of candidates who use the same letter more than once in **Exercise 3**. Candidates should be encouraged to read (and listen) to the rubric at the start of each Exercise very carefully and abide by the instructions (e.g. use each letter only once).

- Evidence of exam techniques being used by candidates (e.g. prediction of answers and parts of speech in gap-fill exercises, highlighting key words in **Exercise 1** etc.) was inconsistent.
- There has been an increase in instances where candidates provided the targeted idea in addition to the distracting detail, or a combination of the two. This was especially evident in **Exercise 1**. Such attempts could not be credited. Candidates should be reminded of the existence of distracting details in listening exercises where listening for the correct detail/specific information is tested.
- Overall, as in previous sessions, most candidates dealt relatively well with listening for gist and speakers' opinions, but more practice of listening for correct specific detail is recommended. Listening to longer talks proved challenging to some – and learners would benefit from more practice, to ensure they can follow and *navigate* themselves through longer texts (e.g. talks and presentations).
- Although some candidates selected the correct detail, they did not always transcribe the word in the correct form used in the recording. By changing the word forms, candidates' final answers did not always make the required fit in **Exercises 2, 5A and 5B** (e.g. 'stretches' instead of 'stretching'). Learners would therefore benefit from practising a wider range of listening skills, including listening for grammatical detail (e.g. singular/plural nouns, and other word forms – 'bad habit' versus 'bad habits'/'ankles' versus 'ankle', etc.) as well as phonetic detail (e.g. voiced and unvoiced consonants – 'foot' versus 'food' and the sounds of different vowels – 'cup' versus 'cop' or 'cap'/'ankles' versus 'uncles').
- It is also advisable to expose learners to vocabulary sets on a wide range of topics and practise spelling of such words. Most candidates appeared very familiar with lower frequency words such as 'flexibility' and 'determination' but seemed to be less familiar with more frequent everyday words, for example, 'leisure centre' and 'ankles'.

Comments on specific questions

Exercise 1

Questions 1 – 4

Overall, this section was attempted fairly well by most candidates. Most marks were lost where candidates selected the distracting detail in error, or the spelling attempts put the intended meaning in doubt. For more details, please see the notes below.

There were more No Responses in this part of the test than in previous sessions.

Question 1

- (a) This question was answered reasonably well. Around half of all candidates provided the expected detail 'ice-skating', but 'ice-skate' was also allowed as it conveyed the targeted idea correctly. Most spelling variants were credited. However, some spelling attempts were deemed ambiguous and could not be given any marks. Weaker candidates tended to mix the distracting detail and the correct answer – 'snow skating', or provide the distracting detail 'cross country skiing'. 'Skating' on its own did not convey the necessary detail and was, therefore, deemed incomplete and did not gain any marks. Some candidates provided their responses with an extra detail (e.g. 'fancy ice-skating') and such attempts were also credited. However, where candidates provided the wrong extra detail (e.g. 'ice-skating lesson'), no marks could be given.
- (b) The expected answer was 'pasta' and many candidates provided just that. Most responses were spelled correctly, but spelling attempts, such as 'paster dish' or 'pasto' made the response ambiguous and did not gain any marks. This was also the case for spelling attempts which created new meanings (e.g. pastor's dish). Some candidates provided the extra detail 'dish' in addition to the expected detail and also gained the mark. However, where the extra detail was misspelt and created a new word (e.g. 'pasta fish'), these attempts did not gain any marks as the whole phrase put the intended meaning in doubt. Weaker candidates sometimes mixed up the distracting detail with the correct responses (e.g. 'vegetable pasta') or provided the distracting information 'vegetables' in error and lost the mark.

Question 2

- (a) This question provided a relatively low level of success. The expected detail was 'cottage', but 'countryside cottage' was also allowed. Most spelling attempts were deemed recognisable and

gained the marks. However, there were a few spelling variants which put the intended meaning in doubt and such attempts could not be credited. Weaker candidates often provided the distracting details 'campsite' and 'motor home' in error.

- (b) The expected answer was 'reserve' and only about 20 per cent of all candidates selected this detail. Stronger candidates often provided the extra detail 'nature' as part of the response. 'Natural reserve' was also credited. Responses which did not convey the same idea (e.g. 'nature resort' or 'nature zone'), responses which were deemed ambiguous or incomplete responses (e.g. nature) did not gain any marks. The plural form 'reserves' was also disallowed, as it changed the targeted meaning and would cause some degree of confusion. Weaker candidates, once again, often mixed up the correct response with a distracting detail (e.g. 'nature park') or provided the distracting detail 'water park' in error. This question also provided quite a few No Responses.

Question 3

- (a) There was a good level of success for this question, with more than two thirds of all candidates giving the correct detail 'competition'. Most of the creditable responses also included the extra detail 'cookery'. Other creditable attempts included 'cookery contest' and 'cooking competition'. 'Cooking' and 'cookery' on its own did not gain any marks, as they did not convey the necessary idea of competing. Most spelling attempts were creditable as they did not put the intended meaning in doubt, but some were deemed ambiguous and, therefore, not creditable. Some spelling attempts created a new meaning (e.g. 'cooking composition') and also lost the mark. The plural form 'competitions' also could not gain any marks as this form would cause a certain degree of confusion. Weaker candidates also often provided the distracting detail 'concert' in error.
- (b) A reasonable number of candidates successfully selected the targeted detail 'sunset' but attempts such as 'at the sunset hour' or 'when sun sets' were also credited. Because of the phrase 'sun sets', the plural form was also allowed, as it was sometimes difficult to decipher whether candidates meant to say 'sunsets' (i.e. plural noun form) or 'sun sets' (i.e. subject and verb). Spelling attempts which put the intended meaning in doubt did not gain any marks and neither did responses which included the distracting detail 'sunrise'.

Question 4

- (a) This question produced a relatively low level of success. The targeted detail here was 'on foot' but other attempts, such as 'walking', 'on feet' and 'foot' were also credited as they conveyed the correct idea. Weaker candidates sometimes misheard the targeted detail as 'food' and lost the mark. Marks were also lost due to the inclusion of the distracting details 'train' and 'car'.
- (b) There was a very low level of success for this question. The targeted detail was 'tides', but the singular form 'tide' was also credited as it conveyed the correct idea of the type of information that the local guide provided. Most marks were lost where candidates misheard the targeted detail as 'local times' or 'local ties'. The targeted detail was 'tides', but the singular form 'tide' was also credited as it conveyed the correct idea of the type of information that the local guide provided. Most marks were lost where candidates misheard the targeted detail as 'local times' or 'local ties'. Other marks were lost where candidates provided spelling attempts which were too ambiguous (or created a new meaning (e.g. 'local tights')). Most creditable attempts also included the extra detail 'local', but 'knows of local tides' was also allowed. Weaker candidates tended to select the distracting detail 'ancient ruins' in error or wrongly interpreted the targeted idea as 'beach'. This question also produced most No responses in the entire test.

Exercise 2

Questions 5(a) – 5(h)

This exercise provided a reasonable level of success. On average, candidates scored around 4 marks. The most successful attempts were for **Questions (a) and (f)**. Candidates were least successful with **Question (b)**. Most No Responses appeared in **Questions (d) and (g)**.

- (a) There was a relatively high level of success here, with the vast majority of candidates selecting the correct detail 'tennis'. Almost all responses were spelled correctly, but 'tenis' was also credited. Where marks were lost, this was mainly due to the inclusion of the distracting details 'football' and 'badminton'.
- (b) There was an extremely low level of success for this question with only a very small number of candidates selecting the targeted idea 'leisure centre'. However, 'sport(s) centre' was also credited. Most candidates misheard the targeted detail as 'legit centre' or 'learning centre' and lost the mark. 'Centre' on its own also could not be given any marks as it lacks the necessary detail.
- (c) There was a reasonable level of success here, with around 50 per cent of the candidates selecting the correct detail 'stretching'. Most spelling attempts were deemed recognisable and, therefore, creditable. Some spelling variants were deemed ambiguous and, therefore, failed to secure a mark. Weaker candidates occasionally misheard the targeted detail as 'stretches' and also lost the mark.
- (d) This question was reasonably attempted by around a third of all candidates, who gave 'bad habits' as their response. Spelling attempts which did not put the intended meaning in doubt were also credited. However, spelling variants which were not recognisable could not be given any marks. Weaker candidates misheard the plural form and provided the singular form 'bad habit' only. This attempt was not credited as it did not fit the gap. This was also the case for responses where candidates lifted a longer phrase from the recording and included a detail which is already included in the statement on the Question Paper. One such attempt was 'picking up bad habits'. This attempt could not be credited as it did not show understanding for specific detail and did not fit the gap. This question also produced most No Responses for this part of the test.
- (e) Candidates coped fairly well with this item and correctly selected the targeted detail 'ankles'. The spelling variants 'ancles' and 'anckles' were also credited as they were deemed unambiguous and recognisable. However, spelling attempts which put the intended meaning in doubt, or created another word (e.g. 'uncles') were disallowed. Marks were also lost where weaker candidates misheard the form used in the recording and provided the singular form 'ankle', as this form does not fit the gap.
- (f) This question provided a fairly high level of success. The expected answer here was 'flexibility' and the vast majority of candidates provided just that. Most spelling attempts were also credited as they did not put the intended meaning in doubt. Weaker candidates sometimes provided the distracting detail 'fitness' in error and lost the mark.
- (g) There was a fair level of success for this question with many candidates providing the correct response – 'determination', but at the same time this question also provided a fair number of No Responses. The vast majority of responses were either spelled correctly or the spelling variants given were deemed unambiguous. Weaker candidates occasionally gave the answer 'flexibility', which is targeted in the previous question, in error.
- (h) This question was attempted fairly well with most candidates providing the correct name for the beginners' competition – 'Challenge Cup'. Most marks were lost where candidates provided incomplete answers, mostly 'Challenge', or spelling variants which created a new meaning. Such attempts included 'Challenge Cap', 'Challenge Cop' or 'Challenge Club'.

Exercise 3

Most candidates dealt fairly well with this part of the test, scoring 5 marks on average. The more successful attempts were for speakers 3, 4 and 5.

Most marks were lost for speakers 1 and 2. Opinion C was sometimes given, in error, as the answer for speaker 2, as was opinion D for speaker 5. While the answers for speakers 1 and 3, and speakers 1 and 6, were occasionally transposed.

There were minimal omissions in this part of the test. Fewer candidates used the same letter more than once. In cases like these, no marks could be given.

There were quite a few instances where candidates had overwritten their initial answers after changing their mind rather than clearly crossing these responses out. This sometimes resulted in illegible responses. In cases where a response cannot be deciphered, no marks can be given.

Exercise 4

This part of the test was attempted reasonably well, on the whole, with more than half of all candidates scoring 6 marks. The more successful attempts were mostly for **Questions (c), (g) and (h)**.

Weaker candidates tended to be less successful with **Questions (b)** – option C was often given in error, and **(f)** – option B tended to be the wrong answer provided here.

There were minimal instances where candidates ticked more than one box for individual questions, or where they did not tick any boxes for some of the questions in this part of the test.

Exercise 5

Part A

There was a mixed level of success for this exercise, with most candidates scoring between 2 and 3 marks. Candidates performed better in **Questions (b) and (c)**. Candidates were least successful in **Questions (a) and (d)**. The majority of marks were lost due to the inclusion of distracting information instead of the correct detail and by providing ambiguous spelling attempts. Most No Responses in this part of the test appeared for **Question (d)**.

- (a) There was a relatively low level of success for this question. The expected answer was ‘tube nose’, but ‘tubed nose’ was also allowed. Weaker candidates misheard this detail as ‘tip nose’ or ‘cube nose’ and lost the mark. Spelling attempts which created a new meaning also could not be credited. As the targeted detail was a particular name for the bird’s physical feature, ‘beak’ was too general and this response also failed to secure any marks.
- (b) The vast majority of candidates successfully provided the correct detail – ‘behaviour’. The plural form ‘behaviours’ was also given the mark as it conveyed the correct idea. Spelling attempts which were deemed recognisable and, therefore, creditable included ‘behaviour’ and ‘behavior’. Marks were lost due to the inclusion of distraction information (e.g. calls).
- (c) This question was attempted fairly well by most candidates. The expected answer here was ‘bright’. However, ‘brighter’ and ‘very clear’ were also credited. Most responses were spelled correctly, but ‘brighth’ was also allowed. Weaker candidates sometimes provided ‘small’ as their response – a detail which is already paraphrased in the statement on the Question Paper. For this reason, such attempts could not be given any marks.
- (d) Only about a half of the candidates provided the targeted detail ‘platform’. Most of these responses included the extra detail ‘floating’. However, where the spelling of this extra detail created a new word (e.g. ‘flooding platform’ or ‘footing platform’), such responses could not be given any marks as they would cause some degree of ambiguity. Weaker candidates also tended to select the distracting details ‘group’ and ‘deer’ in error.
- (e) This question was attempted reasonably well. The expected detail was ‘least concern’, but ‘least concerned’ was also given the mark. Spelling attempts which were considered recognisable were credited. However, ambiguous attempts and spelling attempts which created a new meaning (e.g. ‘list concern’ and ‘least conserved’) scored zero marks. Providing incomplete responses, either ‘least’ or ‘concern’ on their own, was another reason for losing marks here. The distracting details ‘threatened’ and ‘endangered’ were occasionally selected in error.

Part B

Part B also elicited a very low level of success. Candidates dealt most successfully with item **(c)**, but this item also produced most No Responses together with item **(d)**. Items **(a)** and **(e)** produced the lowest scores. Most candidates only scored 2 marks, on average. The most common reason for the loss of marks was the inclusion of distracting details.

Question 8B

- (a) Only about 20 per cent of all candidates selected the expected detail ‘models’. Some candidates misheard the form used in the recording and provided the singular form, which could not be

credited as it did not fit the gap. Spelling variants which put the intended meaning doubt also did not score any marks. Candidates often selected the distracting details 'recordings' and 'cameras' in error.

- (b) Fewer than half of all candidates provided the targeted detail 'sheep', but 'sheeps' was also allowed. Some candidates provided the extra detail 'rare' and also gained the mark. Weaker candidates who misheard the extra detail as 'red' and gave 'red sheep' as their response, did not gain any marks. Ambiguous spelling variants which were given zero marks. Weaker candidates often provided the distracting details 'crows' and 'goats' in error.
- (c) Candidates achieved a relatively low level of success when attempting this question. Only about half of the candidates selected the expected detail 'counting', but longer phrases, such as 'the counting of', 'counting female' and 'research counting' were also given the mark. Some candidates provided the distracting detail 'taking note of' in error. Responses which were too general and/or did not convey the same idea (e.g. watching) also could not be credited.
- (d) This was another item that produced a rather low level of success. The question targeted 'Dark Skies'. Spelling attempts which did not put the intended meaning in doubt were credited. However, spelling attempts which created a new meaning (e.g. 'Dark slides' and 'Dark stars') could not be given any marks. Marks were also lost where candidates provided the singular form 'Dark Sky' and incomplete attempts (e.g. 'dark'). Weaker candidates sometimes selected the distracting detail 'the Milky Way'.
- (e) Only a very small number of candidates successfully provided the expected answer 'flower survey'. Other attempts that were also credited included 'flower research' and 'flowers survey'. Recognisable spelling attempts were also credited. Most marks were lost due to the inclusion of the distracting details (e.g. 'forest walk' or 'trip'), or random nouns and phrases from the recording (e.g. 'native plants') which did not fit the gap. Weaker candidates often provided responses that were too general (e.g. 'research') or responses that combined a correct detail with a wrong detail (e.g. 'plants survey', 'flower trip'). Weaker candidates also misheard the targeted phrase and provided responses that did not convey the same idea. Such attempts included 'flower set' or 'flower garden'.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/51
Speaking

Key messages

- Administration and conduct of most of the tests were of a high standard.
- It is recommended that examiners use a timer to help ensure the timings for all parts of the test are followed.
- Recordings were generally of good quality. All audio files should be checked for quality before they are uploaded to Submit for Assessment.
- In **Part D**, the assessed part of the test, the best outcomes are achieved when examiners engage in a conversation with candidates. They should encourage candidates to expand their responses to individual prompts, linking open questions to what candidates have said in order for them to demonstrate their abilities.
- Internal moderation is required only when two or more examiners conduct the tests at the centre.

General comments

Part A

Most examiners introduced the centre, the candidate and test details appropriately. Most examiners also read out the instructions at the beginning of each test. When examiners tried to summarise the points or reword them, this sometimes meant that key information was omitted.

Part B

In general, examiners used the warm-ups effectively to help candidates feel at ease. They asked appropriate questions, which focused on hobbies and interests. The best examiners chose a topic card related to the interests expressed by the candidates during the warm-up. However, it appeared that some examiners had chosen the topic card before **Part B**, which should be avoided.

Part C

Most examiners announced the cards and ensured that candidates were given enough time to prepare. In a few cases, examiners said that they were giving out the card, but did not state the title of the card. In some tests, candidates were allowed to start **Part D** too soon, but the majority of examiners insisted on candidates using the full time at their disposal. When a candidate asked for clarification, the examiner often repeated the prompt without providing sufficient explanation.

Part D

In the majority of tests, **Part D** was conducted competently, and timing was within the guidelines. Most examiners attempted to engage with the candidates and to include the prompts in a natural way. The main issues occurred when examiners did not encourage candidates to develop the ideas of each individual prompt or did not ask open questions. A few examiners ran through the prompts and then were aware that they still needed to continue the discussion for a few more minutes. They then filled this time with questions of their own. Some examiners began the test with '*Would you like to start?*' rather than addressing the topic card themselves, which can encourage monologues. In some tests, the introductory sentence was used as an extra prompt, which sometimes confused candidates.

Application of the marking criteria

Structure – This criterion was not always applied accurately. The main difficulty seemed to arise when deciding on a mark for candidates who spoke accurately, but without much ambition or for candidates who had a lot of ambition but made a lot of errors. There was a tendency to be quite severe when assessing candidates who otherwise scored high marks overall, perhaps suggesting that examiners focused too much attention on errors.

Vocabulary – On the whole, examiners understood the level of vocabulary expected at this level and applied the marking criteria well. There was a tendency to be slightly generous when assessing performance in the higher mark range, with examiners not appearing to notice that shades of meaning and sophisticated ideas were not being communicated. There were some instances with stronger candidates where examiners did not award marks for the appropriate use of idioms, phrasal verbs and collocations.

Development and Fluency – This was the most accurately marked criterion. There was a tendency for centres to be severe towards less able candidates and generous towards the more able candidates. Candidates who spoke with deliberation and took their time to choose more sophisticated vocabulary and include a range of structures, were often marked down, which might suggest that ‘fluent’ was perhaps understood to mean ‘fast’.

Administration

There were few clerical errors or issues with initial submission on Submit for Assessment. Some centres submitted all their recordings rather than selecting a sample of appropriate size. Sometimes the opposite was the case: deficient or unrepresentative samples were uploaded. Most recordings were of good quality. Centres should ensure that all marks entered are transferred correctly and follow guidelines for uploading documents and audio tracks.

Internal moderation

Where applicable, most centres conducted internal moderation to ensure a correct rank order for all candidates. Centres need to indicate that internal moderation has occurred and record all changes made to the marks for individual assessment criteria following it. Some centres with only one examiner conducted internal moderation when this was not necessary.

Comments on specific topic cards

Card A – Writing by hand

This topic was not very popular. The few candidates sampled were able to offer examples of different situations when they wrote something by hand in the past, often referring to special occasions such as writing a birthday card or a letter when on holiday. Prompt 2 allowed candidates to use emphatic language, e.g. *‘Texting and chatting is definitely faster’* and a range of descriptive adjectives, e.g. *‘convenient and user-friendly’*. Stronger candidates used the second conditional with control when addressing prompt 3. Prompt 4 encouraged candidates to express opinions and explore ideas around personality, age and background education. In response to prompt 5, many candidates offered some well-argued ideas about accessibility and convenience of using electronic devices for writing.

Card B – Staying at home

In response to prompt 1, candidates talked about special occasions using specific time frames as sentence starters, e.g. *‘last year’*, *‘about a month ago’*. When addressing the second part of the prompt, candidates were able to provide developed narrative points. Responses to prompt 2 were often confident and included comparatives such as *‘more convenient’*, *‘greater choice’*. For prompt 3 candidates were able to argue for and against, providing detailed reasons for their choices. Prompt 4 elicited measured responses, e.g. *‘it depends’*. Conditional clauses were often employed to consider different circumstances. Responses to prompt 5 included details of the experience of the pandemic as evidence of societal change but also commented on the human need for interaction with real people.

Card C – New beginnings

This was a popular topic. When addressing prompt 1, many candidates talked about feelings of anxiety about leaving friends, but others expressed excitement about discovering a new environment. Opinion was divided for prompt 2; on one hand new people give you another point of view but on the other hand it is more comfortable to stick with people you know who have similar interests. Advantages of moving to a new home (prompt 3) included learning how to adapt and a willingness to try new things and overcome fears. Some candidates said that they did not like change and worried about not being made welcome. In response to prompt 4, candidates agreed that there should be opportunities to return to education, whether it was to improve basic literacy and numeracy skills, to gain knowledge of a new field or skill such as learning a new language or to broaden your knowledge and improve job opportunities. Prompt 5 allowed candidates to explain that it was important to experience new things and learn to eat different food, but most candidates found it hard to imagine living on a different planet. It was felt that despite scientific and technological advances, it was an impossibility.

Card D – Mealtimes

This card was frequently selected. When responding to prompt 1, stronger candidates gave many reasons why they enjoyed a particular meal. Prompt 2 allowed candidates to give a simple description of a family celebration meal, which was developed by stronger candidates to include detailed memories. Many used a range of past tenses as well as linking words, e.g. '*... we were eating ... and therefore we could not*'. Prompt 3 split candidates' opinion, and allowed them to express their feelings, with stronger candidates using comparative expressions to support their views, e.g. '*you feel more relaxed*', '*you taste the food more*'. In response to prompt 4, most candidates agreed that children should not be allowed to eat what they want. Many candidates made references to their own childhood experiences. A good range of modals and linking words was used, together with conditionals to express what would happen, as well as comparatives and superlatives. Prompt 5 elicited more conditionals and comparisons, as well as future tenses.

Card E – Scientists

All candidates were able to recall a science lesson in some detail. This first prompt elicited some great scientific vocabulary and passive structures. In response to prompt 2, candidates justified wanting to be a scientist by giving examples of scientists in the past and commenting on possible future developments in science. For prompt 3 candidates thought that science could make people's lives better, but that more could be done in the future, and they often discussed climate change and the role that scientists played in ending the Covid-19 pandemic. It encouraged the use of conditionals, superlatives and modal verbs. Prompt 4 divided opinion and encouraged the use of comparative structures, with most candidates feeling that art and science are equally important subjects. Prompt 5 elicited the use of comparatives and modal verbs. There was a more radical response in favour of scientists, pointing out the '*huge disparity between the professions*', '*All that a sports person does is training – not as tough as mental labour*'. Many candidates felt that scientists '*were born for it, whereas sports stars train for it*'. This card produced some excellent topic-related vocabulary and collocations, e.g. '*substance*', '*evolved*', '*gravity*', '*astronomy*', '*modified*'.

Card F – Friends

This card was frequently used. Candidates were able to talk in great detail for the first two prompts, using present and past structures to tell anecdotes from their lives. Prompt 3 elicited vocabulary such as '*honesty*', '*loyalty*', '*respect*', '*trustworthy*', '*supportive*' '*relying*'. Responses to prompt 4 included a range of modals and conditionals, and comments about dangers associated with talking to people online. Candidates gave opinions and anecdotes about things that had happened to them or to their friends. Prompt 5 elicited lively and strong responses to the notion of whether friends should argue with each other. The general opinion was that it is human nature to have different opinions and argue with friends. Most candidates agreed that true friends '*figure out*' solutions together.

Card G – Sounds

Candidates used some sophisticated vocabulary in response to prompt 1, e.g. '*rustling*', '*crunching*', '*chirping*', '*whistling*'. Stronger candidates were able to add detail, often referring to their emotions; '*because they have a very deep and aggressive tone that makes me feel...*' Most candidates said that sounds help them to concentrate, relax and '*restore our inner peace*'. Prompt 3 divided opinion – background music in shops was thought to be '*persuasive*' if it is not intrusive. Comparative expressions and modal verbs were used to describe various effects of music on shoppers. Almost all candidates agreed with prompt 4 and used a range of modals to express what should be done to reduce noise pollution. Prompt 4 also enabled strong

candidates to use passive structures. For prompt 5 candidates used a range of comparative structures and modals to differentiate between the sounds of nature and music, pointing out that it depended on what was being heard. Many candidates used a range of sophisticated vocabulary, e.g. *'assimilate', 'meditation', 'detox', 'evolving', 'overwhelming', 'crucial'*,

Card H – Do it again

When discussing prompt 1, candidates were able to use narrative tenses to share a personal experience. Prompt 2 and prompt 3 elicited the use of comparatives, adverbs of frequency and linking phrases, such as *'on the other hand'* and *'every now and then'*. Prompt 3 gave candidates the opportunity to describe their own experiences of learning new skills using phrases such as *'to reach a goal', 'master something'* and *'a skill you want to perfect'*. Candidates spoke about dancing, skateboarding and playing an instrument, and most agreed that *'practice makes perfect'*. All candidates could give an opinion for prompt 4 with some discussing different ways of reading and viewing and giving personal examples. Responses to prompt 5 were often philosophical, with most candidates preferring to discover new places. This prompt elicited the use of vocabulary linked to places and travel, e.g. *'environment', 'safe place', 'adventure'* and *'explore'*.

Card I – A space of your own

This was a popular card. For prompt 1 most candidates named their bedroom as their favourite place and were able to give reasons for choosing it. Present tense, modals verbs and a range of relevant adjectives, such as *'cosy', 'welcoming', 'comfortable', 'relaxing'* were used to describe the favourite room. In response to prompt 2, candidates discussed how the school environment can aid concentration (*'interactive', 'informal way to learn', 'dynamic', 'online lessons'*). For prompt 3 candidates felt that it is not the place that affects someone, rather the people surrounding you in that place. When responding to prompt 4, candidates talked about existing places like parks or friends' houses as the best places for young people to meet. There was a strong consensus opposing the view in prompt 5 that fans should be allowed visit celebrities. Candidates seemed to think that privacy was important: *'they are public figures, but they are also normal people'*. The last prompt elicited a range of appropriate vocabulary, e.g. *'privacy', 'security', 'stalking'*.

Card J – Travelling

This card was often selected by examiners. All candidates were able to describe a journey, with stronger candidates employing a range of narrative tenses and complex sentences (e.g. *'while we were waiting ... had already left'*) and adjectives (e.g. *'crowded', 'noisy', 'exciting', 'polluting'*). Candidates used modal verbs to talk about the advantages and disadvantages of tourism, saying that it can be annoying for locals, but it provides job opportunities and brings business to the area. For prompt 4 most candidates felt that despite learning a lot through the internet and social media, it was better to encounter cultures by actually experiencing them. In response to prompt 5, some candidate said that returning home was the best part of a holiday (e.g., *'You will not be comfortable anywhere but your house'*), with many expressing strong emotions (e.g., *'I hate that part', 'I used to cry'*). Strong candidates were able to compare and contrast ideas of familiarity and adventure.

Card K – Social skills

For prompt 1 candidates named their parents and friends as people whose company they enjoyed most. Prompt 2 elicited examples of students working well in a school project (e.g. *'coming together', 'connect with other candidates'*) and giving group presentations. Stronger candidates developed ideas about social skills for prompt 3 and prompt 4, using a range of appropriate vocabulary, with some shades of meaning expressed when talking about patience, emotional intelligence and networking skills. Prompt 3 elicited modal verbs and conditionals to talk about different jobs including retail workers, teachers, actors, journalists and those working in marketing and tourism. Some candidates said that almost all jobs require good social skills. For prompt 5 many candidates drew on personal experience, especially since the pandemic, and used it to speculate about future possibilities using a range of modals and conditionals; ideas included humans being *'social creatures'* and needing to *'connect with others'*.

Card L – Life online

This card was frequently chosen. Candidates generally found it easy to describe what they did when they last went online in response to prompt 1. Prompts 2 and 3 allowed them to talk about the past and to compare and contrast, sometimes using complex structures and a range of tenses (*'when I was younger, I used to have a limit, but now I spend all day online', 'My younger self would be shocked at how much time I spend online.'*). Prompt 4 allowed candidates to speculate about the future when saying that people are

already doing all of their shopping online. They talked about the things which are better bought in person (mainly clothes and shoes) and why, and the difficulty of returns. Several candidates mentioned being scammed when shopping online. In response to prompt 5, some candidates talked about the impact of spending a lot of time online in lockdown, while others took this an opportunity to summarise some of the ideas already discussed.

Card M – A special gift

In response to prompt 1, candidates spoke specifically of gifts they would like to receive but, more generally, said that it is the thought that counts and any gift is appreciated. Prompts 2 and 3 allowed candidates to use modal verbs to talk about possibilities and the right thing to do. There were heart-warming discussions on the desire to treat friends and family for prompt 2, and in a few cases, candidates discussed how items they made themselves were the most meaningful gifts. Prompt 3 often elicited stories about gifts which reminded candidates of the person who had given it, so it should always be kept. For prompt 4 the idea that money would be well-received divided opinion, with some learners saying that a gift shows more feeling, whereas others stated that with money you can save for a bigger item. Ideas such as shipping costs and the possibility of fraud were discussed as possible drawbacks for prompt 5.

Card N – Choosing

When responding to prompt 1, candidates talked about past difficulties in choosing between schools, different courses of study, and even different sports or hobbies. The role of parents or family in influencing such choices was often included in the discussion. Prompt 2 allowed candidates to speculate not only about who they would go on a long trip with, but where and what they would do there. In response to prompt 3, candidates often talked about the way in which social media can present an idealised version of people's lives. Prompts 4 and 5 allowed candidates to compare and contrast, and to talk about what is the right thing to do, and why.

Card O – Relaxing

This was a topic of immediate relevance to many candidates, who talked about the importance of relaxing between or after the exams. The importance of sleep was often mentioned, as was spending time with friends or being with family members. Prompt 2 was often answered with an anecdote about a holiday or trip. When responding to prompt 3, many candidates expressed concerns about the impact of the excessive use of electronic devices on sleep, and talked about what they had done to reduce this, while others spoke in favour of such devices allowing them to distract themselves by watching movies or playing games. Prompt 4 usually elicited responses that aimed at a compromise: some degree of freedom of individual choice for themselves, while acknowledging the continuing importance of parental input. Prompt 5 led to candidates expressing views about what changes should be made and why (using conditionals and modal verbs), sometimes with comparisons being made with other schools.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/52
Speaking

Key messages

- The instructions on the administration and conduct of the speaking tests included in the Teacher's/Examiner's Notes were followed closely by the majority of centres.
- Examiners should engage candidates in a two-way conversation from the outset of **Part D**. They should ask additional questions based on the prompts rather than at the end of the discussion.
- Centres should ensure that all audio files are checked for quality before submitting to Cambridge International.
- Candidates should be listed in candidate number order on the summary forms and asterisked on the summary forms.

General comments

Part A

This part was generally well conducted. However, some examiners omitted this part entirely, or gave their own version, which did not always include the fact that only **Part D** is assessed or that the card may be kept until the end of the test.

Part B

Conversations were generally well-conducted and relaxed, concentrating on free time activities and interests. Sometimes this led to overlap with the exam topic. Many examiners steered away from discussing further details of the topic that they had chosen as the exam topic, after establishing that the candidate was interested in this. Some examiners allowed the candidate to lead the choice of the topic or chose the cards randomly, which is a breach of regulations.

Part C

The preparation time was of adequate length at most centres. Examiners should remind candidates of the time they have as well as the fact that they can ask questions during this time. Not all examiners announced the assessment card before beginning **Part C**. Examiners should encourage candidates to use all the time available and not start **Part D** when the candidate says that they are ready to start.

Part D

Most centres kept to the time of between six and nine minutes, but some candidates were given much less time to demonstrate their skills. The examiner's conduct in this part also varied – some examiners said very little, which led to monologues, and also left candidates wondering whether to stop or continue. Examiners who ran through the prompts quickly often had to find questions of their own to ensure the candidate had the time required for the exam. For many candidates this was not conducive to a successful exam as questions were repeated, and there was no clear sense of where the conversation was leading. On some occasions examiners interrupted candidates to offer their own opinions, or correct those of the candidate, which was not helpful.

Application of the marking criteria

Structure – Most examiners applied this criterion accurately. Some generous marking was often a result of ignoring frequent errors. There were some examples of credit not being given for complex structures such as conditionals and modal verbs.

Vocabulary – Most centres accurately marked candidates' performance in this area, although some examiners did not give credit for stronger vocabulary when a candidate's performance in the other criteria was weaker, marking all three criteria down to the same level. Some centres were too generous with vocabulary, especially with regards to precision and confidence.

Development and Fluency – Marking was generally accurate, with a tendency towards generosity in the higher mark range and severity in the lower mark range. Some inaccurate marking arose when the examiner marked on the basis of confidence and the speed of delivery rather than the content being developed. Incorrect pronunciation which inhibited communication at times did not seem to be acknowledged by some examiners.

Administration

The administration of the tests was carried out competently by most centres. A small number of centres did not use a sufficiently quiet room for the tests; background noise was often intrusive in such cases. Some samples were not representative of the full range of candidate performance.

Internal moderation

Some centres carried out internal moderation although it was not required, and others did not carry it out when there was more than one examiner. A few centres used too many examiners for the number of candidates assessed.

Comments on specific topic cards

Card A – Meeting friends

This card was frequently chosen. Candidates addressed prompt 1 by describing places where they enjoyed meeting their friends. Reasons for selecting those places ranged from enjoying the food or beverages to *'enjoying the vibe'*. Prompt 2 allowed candidates to use past tenses. Most candidates gave family commitments as reasons for cancelling meetings with friends, e.g. *'going to visit grandparents'*, *'celebrating the birth of my baby cousin'*. In response to prompt 4, some candidates said people did not have to have the same interests to be friends as the difference was good for friendships. Others thought that real friends are very similar, and they have to be in order to be friends. Prompt 5 elicited the use of the future tenses and language for giving opinions, e.g. *'People will meet face-to-face, but social media is becoming the normal way to meet'*, *'I think people will meet on social media more'*. Some candidates developed the idea of social media being useful when friends leave the school and move away.

Card B – Personal appearance

This was a very popular card. In response to prompt 1, candidates talked about things they do to improve their appearance, e.g. *'I focus on my hair to look good'*. Prompt 2 allowed candidates to talk about events they had attended such as graduations, weddings, family get-togethers, and clothes they wore to those events. When discussing prompt 3, candidates expressed their views on the importance of looking their best as it increased their self-confidence. Prompt 4 elicited the language of opinion with candidates offering a range of ideas: *'people want to look like their idols'*, *'I want to look different'*, *'not everybody looks the same'*. Prompt 5 encouraged conversations about the beauty industry, celebrities, business skills and artistic or musical talents.

Card C – Stories

This card was frequently selected. Prompt 1 elicited a wide range of topics, with Harry Potter and fairy tales being among the favourites. Reasons for enjoying a particular story were wide and varied, e.g. *'I like things scary'*, *'because fairy tales have a happy ending'*. Prompt 2 elicited developed anecdotes about the stories and the storytellers, and encouraged the use of the past tenses. When responding to prompt 3, candidates used language of comparison with many candidates discussing seeing both the film and reading a book, e.g. *'I like film better'* and *'the film ruined the storyline in the book'*. Responses to prompt 4 often started with a

summary of the plot of a video or documentary. Prompt 5 elicited opinions and allowed candidates to explore personal experiences at home with siblings or at school with friends. Some spoke of news events and how *'the media have different versions of the same event'* and how *'people see things different'*.

Card D – Education

This card was frequently chosen. In response to prompt 1, candidates talked about their future plans using a range of future tenses, e.g. *'I am going to be the first in my family to go to university'*. Prompt 2 elicited anecdotes about family members studying and the use of appropriate vocabulary. For prompt 3 candidates often compared both skilled and unskilled professions which did not require a university degree to be successful, citing Steve Jobs, Bill Gates and Mark Zuckerberg as prime examples. References to athletes, models and social media stars were included. Candidates often related personal accounts of family members who were successful, despite not having been to university. When responding to prompt 4, candidates were unanimous in their preference for face-to-face lessons, relating accounts of online lessons conducted during Covid-19 lockdowns. Prompt 5 was the most challenging, but many candidates were able to discuss numerous benefits of learning at any age and give examples of ways in which people can either develop or indeed change their careers at any point in their life.

Card E – Favourites

In response to prompt 1, candidates talked about different types of possessions ranging from childhood gifts to heirlooms. Reasons for selecting the favourite item were linked to the qualities of the object and the person who gave it as a gift, e.g. *'I like my bear because it has nice soft fur'*, *'My grandfather gave me watch before he died'*. Prompt 3 allowed candidates to use language of comparison, focusing on similar personality traits and interests. When addressing prompt 4, candidates recognised that there are many downsides of being successful and popular: *'people think you should be nice all the time'*. Prompt 5 elicited a mixture of responses in which candidates readily expressed their opinions: *'I would like to study only maths as I am good at it'*, *'It is important to study a lot of things, so you know what thing you like for the future.'*

Card F – Hotels

This card was not frequently chosen. For prompt 1 most candidates talked about a hotel they or their family had stayed in. Stronger candidates described internal and external factors related to the hotel such as characteristics, facilities and surroundings. When responding to prompt 2, many candidates used comparatives to discuss the advantages and disadvantages of staying in a hotel when compared to staying with relatives. Most talked about visiting hotels for holidays, short breaks or celebrations. Stronger candidates supported prompts 1, 2 and 3 with personal anecdotes. Many were able to explain why staying in a campsite was a better way to discover the local area. The card elicited conditionals and language linked to giving opinion as well as subject-specific vocabulary, such as *'five-star'*, *'balcony'*, *'sea view'*, *'expensive service'*.

Card G – Mathematics

This topic was frequently chosen for candidates who had an interest in maths. Many candidates were able to offer subject-specific vocabulary linked to the subject and emotions they experienced when studying it. In response to prompt 2, candidates expressed a sense of achievement and talked about difficulties with solving problems. For prompt 3 candidates talked about game design as a possible future career. There was generally good development of ideas when comparing music and art. When addressing prompt 5, opinions about future technology proved to be a topic most could talk about and many agreed that we cannot rely on technology and that it can be dangerous for humans.

Card H – Helping others

This card was rarely chosen. When used, the topic elicited natural conversations about helping families and friends. In response to prompt 1, candidates offered anecdotes about helping classmates and grandparents. Most candidates felt that it was more important to give time than money in response to prompt 2. Opinion was divided for prompt 3 but most candidates agreed with the statement in prompt 5.

Card I – Keeping memories

This card elicited extended discussions. In response to prompt 1, candidates talked about birthdays, weddings and graduations. For prompt 2 many focused on reminders they keep but rarely spoke about reminders others kept. When addressing prompt 3, some candidates provided personal accounts of places

they had visited with appropriate vocabulary. Many talked about how seeing themselves in photos made them feel, using vocabulary related to appearance and emotions, e.g. '*content*', '*excited*', '*anxious*'. Some candidates spoke about pictures leading to judgement by peers within social media. Responses to this prompt included modal verbs and comparatives. In response to prompt 4, candidates argued that a photo or video could capture an important moment better than words. Stronger candidates were able to use language such '*I really cherish that moment*' and '*Taking photos helps me capture memories.*' Those who agreed with the statement in prompt 5 suggested that many people focus more on recording an event they are experiencing and therefore might lose out on the experience.

Card J – Free time

Candidates talked about a range of preferences for activities and experiences they enjoy in their free time. The idea of a three-day school week extended into schoolwork and elicited strong opinions such as negative aspects of spending less time studying and the lack of social contact. Language elicited included giving opinions, past tenses for experiences, modal verbs and conditionals. Candidates used conditional structures as well as the future tense to offer a range of opinions on whether technology will give more free time in future.

Card K – Advertisements

This card was rarely chosen. Many candidates were able to name the advertisements they like and the ones they find annoying for prompts 1 and 2 respectively. When addressing prompt 4, candidates used some sophisticated subject-specific vocabulary, e.g. '*celebrity endorsement*', '*add credibility*' or '*risky strategy*'.

Card L – Electricity

This card was infrequently chosen. Candidates were able to talk about phones, computers and various gadgets as ways of using electricity. The first prompt elicited a range of tenses and conditional structures. When addressing prompt 2, stronger candidates were able to give a detailed account of an occasion when there was no electricity, e.g. '*short-circuit*', '*power outage*', '*severe disruption*'. Prompts 3 and 4 enabled candidates to comment on the current state of electricity use all over the world and make predictions on the future of the electric cars.

Card M – The business of sport

This card was infrequently chosen and was usually given to candidates who had expressed an interest in sport in **Part B**. A wide range of topic-based vocabulary was elicited in response to prompt 2. Prompts 3 and 4 enabled candidates to express their opinions about the relationship between sport and money. For prompt 5 candidates offered many interesting ideas, using linking devices to list them (e.g. '*on top of that*') and appropriate functional language to express their views. The prompts elicited a range of subject-specific vocabulary (e.g. '*fame*', '*role model*', '*charity*') and conditionals to describe cause-effect of hard work and success (e.g. '*If you work hard, you can join the team.*').

Card N – Travelling the world

All candidates were able to engage well with prompt 1 as they had a lot of places they wanted to visit and had not been able to do any travelling for the past two years. Prompt 2 sometimes had to be paraphrased for candidates to understand it clearly. Candidates were able to use a good range of vocabulary in response to prompt 3, e.g. '*convenient*', '*timesaving*', '*luxurious*'. Prompts 4 and 5 gave the stronger candidates the chance to express themselves well using a wide range of grammatical structures and vocabulary.

Card O – Being organised

This card was rarely chosen. Candidates were able to provide brief answers in response to prompt 1 but often did not elaborate on the reasons. Prompt 2 enabled candidates to speak about a specific situation and use past tenses. While all candidates were able to provide some advantages of making a list of things to do, only stronger ones were able to illustrate their points with some examples when responding to the other prompts.

ENGLISH AS A SECOND LANGUAGE (SPEAKING ENDORSEMENT)

Paper 0510/53
Speaking

Key messages

- Administration and conduct of the tests were generally of a high standard.
- Examiners should familiarise themselves with the instructions included in the Teacher's/Examiner's Notes before conducting the tests.
- Candidates should be encouraged to expand on their ideas. Examiners should therefore ask questions about what has been said to provide opportunities for the development of the conversation.
- Examiners should use a timer to ensure that candidates are given the correct amount of time for each part of the test.
- Centres should take care when transferring marks from the summary form to the online system.

General comments

Part A

This was usually read out and occasionally paraphrased.

Part B

The warm-ups were frequently very short. This part should last 2–3 minutes, not including **Part A**.

Part C

The selected assessment card should be announced before the preparation period. Some of the preparation periods were too short. This part should last 2–3 minutes to enable the candidate to adequately prepare for the assessed discussion.

Part D

This part was generally well conducted, although occasionally too much speaking time was taken up by the examiner and prompts were unnecessarily paraphrased. Some of the discussions were either too short or too long. This part should last 6–9 minutes. If the candidate attempts to deliver an extended speech or monologue, the examiner should interrupt and engage the candidate in a two-way discussion. Please use all five prompts, in the order printed on the assessment card. Examiners should not run through the prompts too quickly but aim to develop the discussion based on ideas arising out of each of the prompts.

Application of the marking criteria

The marking criteria were generally accurately applied.

Administration

The administration of the speaking tests was competent at most centres. There were some instances of marks not being transferred correctly and of the incorrect number of samples being submitted.

Internal moderation

This was not always carried out when there was more than one examiner and, when it was carried out, changes to the marks were not always clearly indicated on the summary form.

Comments on specific topic cards

Card A – Hobbies

When responding to prompt 1, candidates were able to name a range of hobbies they, or family members, enjoy, e.g. *'playing the guitar', 'making cookies', 'painting'*. Prompt 2 elicited a range of ideas, quite often related to sport, e.g. *'American football', 'triathlon'*. For prompt 3 most candidates expanded on the advantages of working in a group or a team. In response to prompt 4, many candidates felt that, although it would be good to have time for hobbies during the school day, this could disrupt classes and learning. Opinions given in response to prompt 5 were divided; although many candidates could quote hobbies enjoyed by parents and grandparents.

Card B – Nature

This card was too rarely selected to make meaningful comments.

Card C – Using the internet

In response to prompt 1, candidates gave a lot of ways in which the internet can be used, for example, for doing their homework, for reading and for organising things. A variety of gerunds and adverbs of frequency was used. When addressing prompt 2, most candidates talked about a time when they could not access online information while working on their school project or homework. Prompt 3 elicited a range of past tenses and many advantages of not having the internet during a holiday: *'When you are on the internet you can disconnect from your family.'* Most candidates did not agree with prompt 4. Both prompt 3 and prompt 4 elicited the use of modals and language of comparison. For prompt 5 candidates discussed how learning only online might impact students' progress and wellbeing.

Card D – Fun

This card was very popular. In response to prompt 1, candidates described things they enjoy doing with their friends, such as going to the gym or visiting an amusement park. For prompt 2 many candidates talked about *'creating memories'* by travelling or meeting with relatives. Prompt 3 elicited language of comparison. The most commonly expressed opinion was that it was more fun just being with your friends than taking part in an organised activity. Candidates tended to agree with prompt 4, e.g. *'I do not need money to go to the beach.'* In response to prompt 5, some candidates, thought that learning in school should be more fun, perhaps by being *'more interactive'*, and *'not just staying in a chair'*.

Card E – Gifts

This card elicited plenty of conversation from the candidates and a wide range of vocabulary. In response to prompt 1, candidates said they preferred giving to receiving gifts. Prompt 2 elicited the use of past tenses. For prompt 3 candidates talked about generosity, gratitude and ways in which people can express their feelings towards each other. Responses to prompt 4 included modal verbs and conditionals. Most candidates agreed with prompt 5 and said that rich people should help poor people.

Card F – Famous people in sport

For prompt 1 most candidates said that they preferred watching sport to playing sports because *'watching can give you the opportunity to analyse and see how players responds in different situations.'* Responses to prompt 2 were communicated very clearly because of the strength of feeling behind the statements. Prompt 3 saw some considered responses, e.g. *'People need to be able to do some exercise to be in good physical condition.'*, *'They need a strong mentality.'* Most candidates agreed with prompt 4: *'they show us that we need not just talent, but also concentration and work hard.'* In response to prompt 5, candidates did not think it was possible for everyone to be able to see major sporting events for free, as there would not be enough room in the stadium. However, they could see that people should be able to view them for free on TV or live stream them.

Card G – Reading and writing

This card was often selected for candidates who had expressed an interest in reading in the warm-up. For prompt 1 many candidates mentioned Harry Potter books. Some candidates said that they had read more during the pandemic. This prompt elicited a range of past tenses. In response to prompt 2, candidates talked about texting friends and writing in class. Some candidates discussed writing by hand compared with using a laptop. In response to prompt 3, many candidates said that an advantage of a blog was that it could be read in the future. They also agreed that often it was *'easier to express myself in writing rather than speaking.'* In response to prompt 4, most candidates thought that you could not learn a foreign language just by reading. For prompt 5 most candidates felt that reading is an important part of our lives, e.g. *'read a book about history and you are learning from that – history of humanity.'*

Card H – Being fashionable

In response to prompt 1, candidates gave examples of different items of clothing they enjoyed wearing, with shoes being particularly popular. There was a range of occasions quoted in response to prompt 2, such as a bar mitzvah and weddings. When addressing prompt 3, most candidates said that it was important for young people to wear fashionable but not always designer clothes, e.g. *'clothes show how you feel about your body, your own perspective'*, *'Different people have different fashion choices.'* Prompt 4 elicited a range of comparatives, and some interesting advantages: *'besides saving money, you make your unique look'*, *'learn skills of how to make your own brand or it could be a hobby'*. In response to prompt 5, most candidates felt that they could show their personalities by wearing fashionable clothes.

Card I – Taking photos

Prompt 1 elicited a range of past tenses and descriptive language, e.g. *'beautiful sunset'*, *'peaceful churchyard'*. Photographing favourite meals was often mentioned. Candidates gave many reasons for taking photos in response to prompt 2, e.g. *'capture the moment'*, *'help to remember'*, *'being with people you love'*. In response to prompt 3, most candidates felt they could work as a photographer, but it would probably not be their career choice. When addressing prompt 4, many candidates felt that there was a tendency for older people to be more interested in family photos, but that young people also liked taking them. Prompt 5 elicited the idea that too many people take photos of themselves for social media as they want to be loved by other people. Most candidates preferred to take photos of other people and places.

Card J – More or less

This card was frequently chosen. The most popular response to prompt 1 was having more time to spend with family. Most candidates were able to quote times when they did not have enough time to do something. Candidates generally agreed with prompt 3, although they also thought that all students should study core subjects. Prompt 4 elicited a range of responses, with most candidates disagreeing: *'some people risk their lives, others stay at home to work so they should have different salaries'*. In response to prompt 5, many candidates said that people should buy less, *'particularly clothes and unimportant stuff'*. Some candidates felt that travel was important for work and leisure. Many candidates did not make the link between air travel and damage to the planet.

Card K – Different ages

This card was too rarely selected to make meaningful comments.

Card L – Tourists

This card was frequently selected by examiners. For prompt 1 many candidates chose places in their country which they regularly visit for family holidays, naming favourite restaurants, beaches, amusement parks. Prompt 2 gave candidates the opportunity to use a range of past tenses; again family holidays were the most popular choice. Some candidates referred to capital cities with *'dangerous areas'* and *'creepy streets'*. Prompt 3 enabled candidates to use a range of modals, sentence starters and linking words (e.g. *'in my opinion'*, *'on the other hand'*) arguing that tourists were good for the local economy, but too many tourists could cause problems for the cities. For prompt 4 many candidates felt it was beneficial to travel alone, but it depended on the person, whether they are responsible or not. Stronger candidates understood the link between air travel and pollution in prompt 5 and used a range of future tenses and conditionals to expand on this. Most candidates felt that, although it is not good for the environment, travel is such an enjoyable experience that people will not stop doing it, particularly travelling by air.

Card M – Conversations

This card was too rarely selected to make meaningful comments.

Card N – Looking after animals

Dogs were the most popular choice for prompt 1. This prompt enabled candidates to describe either their pet or a wild animal they like. Prompt 2 elicited a range of past tenses and descriptive language. All candidates could refer to a visit to a farm or zoo and list the animals they saw there. For prompt 3 opinion was divided; some candidates were concerned about seeing animals in pain and others would like to care for them. In response to prompt 4, most candidates felt it was a good idea for children to look after animals and learn how to be responsible. There were some interesting responses to prompt 5, with most candidates feeling that some animals are suited to living in a home, but that wild animals should be free, with the exception of endangered species that may need to be protected in zoos.

Card O – Meals

Candidates responded to prompt 1 by saying that their favourite meal of the day was either breakfast or dinner and described what they liked to eat for those meals. In response to prompt 2, many gave detailed accounts using a range of past tenses. Almost all candidates agreed with prompt 3. Prompt 4 elicited varied opinions about eating snacks, e.g. *'I used to eat a lot of snacks.'*, *'It's better to have a complete good meal, not a snack.'* Candidates did not think that people will only rely only precooked meals instead of cooking at home in response to prompt 5. They thought that people's behaviour was unlikely to change in the future.